REPORT RESUMES

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THE REMEDIAL EDUCATION PROGRAM, A DESCRIPTION OF ITS STRUCTURE, CURRICULUM DESIGN, COURSES OF STUDY, AND A SELECTED SAMPLE OF TESTED TEACHING UNITS.

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THE PROGRAM WAS ESTABLISHED TO HELP 16- TO 21-YEAR-OLD TRAINEES IN THE NEIGHBORHOOD YOUTH CORPS OVERCOME THEIR DEFICIENCIES IN ENGLISH LANGUAGE SKILLS, READING, AND MATHEMATICS AND IMPROVE THEIR CAPACITY FOR PROBLEM SOLVING AND SELF-INSTRUCTION. THEY WERE ASSIGNED TO THE PROGRAM FOR HALF OF EACH WORK DAY, OR 15 HOURS A WEEK. ON THE BASIS OF DIAGNOSTIC TEST RESULTS, THE TRAINEE POPULATION WAS DIVIDED INTO SUBGROUPS OF THOSE WHO WERE NON-ENGLISH SPEAKING, WHO HAD A FUNCTIONAL COMMAND OF CONVERSATIONAL ENGLISH BUT WERE LOWER THAN SECOND-GRADE LEVEL IN READING, WHO COULD READ AT THE SECOND- TO LOW FOURTH-GRADE LEVEL, WHO COULD READ AT THE FOURTH- TO SEVENTH-GRADE LEVEL, AND WHO HAD SKILL HIGH ENOUGH TO PREPARE FOR THE HIGH-SCHOOL EQUIVALENCY EXAMINATION. CLASS SIZE WAS LIMITED TO SEVEN IN THE FIRST FOUR GROUPS AND TO 10 IN THE FIFTH GROUP. A STEP-BY-STEP INDIVIDUAL SKILLS-MASTERY PROGRAM WAS PLANNED FOR EACH TRAINEE, EACH PROGRAM PRESCRIBING METHODS, MATERIALS, AND EVALUATION PROCEDURES TO BE USED. THIS APPROACH ASSURED UNIFORMITY OF EDUCATIONAL TREATMENT FOR ALL TRAINEES WITH SIMILAR LEARNING PROBLEMS AND PERMITTED SYSTEMATIC EVALUATION OF THE EFFECTIVENESS OF VARIOUS METHODS AND MATERIALS. ADDITIONAL MATERIALS WERE DEVELOPED TO SUPPLEMENT THE CORE CURRICULUM. THEMATIC MATERIALS AND ACTIVITIES TO STRENGTHEN THE CULTURAL IDENTIFICATION OF NEGROES AND PUERTO RICANS AND TO PROMOTE HARMONY BETWEEN THEM WERE INCORPORATED. A SOCIAL REALITIES CURRICULUM WAS DESIGNED TO EQUIP THE TRAINEE WITH THE SKILLS AND ATTITUDES NEEDED TO ESCAPE, BOTH PHYSICALLY AND EMOTIONALLY, FROM THE GHETTO. THE 17 APPENDIXES CONTAIN DIAGNOSTIC AND INSTRUCTIONAL RESOURCE MATERIALS INCLUDING THE LANGUAGE PROFICIENCY TEST BATTERY, BASIC READING SKILLS RESOURCE MATERIALS, LANGUAGE WORKSHOP UNITS, MATHEMATICS SKILLS UNITS, AND THE SOCIAL REALITIES MATERIAL. (HC)

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THE REMEDIAL EDUCATION PROGRAM

A Description Of Its Structure, Curriculum Design, Courses Of Study, And A Selected Sample Of Tested Teaching Units

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Courses of Study, and a Selected Sample of Tested
Teaching Units

PREFACE

The Education volume was originally prepared as a supplement to the 14-month progress report submitted by Mobilization for Youth's Divisions of Employment and Educational Opportunities to the Office of Manpower Evaluation and Research of the U. S. Department of Labor. By design, the illustrative materials included in the appendices are carefully connected to the general description of the Remedial Education program. This structural arrangement permits the reader to reach beyond the measured commentary of what is being done for the concrete evidence of how program ideas were translated into operational forms. It also invites an independent assessment by the reader of the standard practices and innovative elements of Mobilization for Youth's experimental education program for out-of-school youth.

Although this document was primarily conceived as a statement about a program in progress, the text and the related appendices will serve equally well as a technical manual for program developers and teachers interested in the replication of suggested procedures and materials. If the varied results of sustained experimentation with methods and materials can be used to enrich an already established program or to stimulate creative modification of the instructional ideas presented, we will have made a useful contribution to the nationwide effort to develop high quality remedial programs for out-of-school youth.

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The MFY Remedial Education Program is the outcome of the joint efforts of all the members of the Department of Remedial Education. Without their helpful criticism and willingness to test and retest new teaching techniques and instructional materials in experimental form it is unlikely that the educational program could have been developed and refined within the brief span of 14 months. While each staff member has contributed much, we would like to acknowledge the special quality of the professional investment made by the following persons:

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TABLE OF CONTENTS

OVERVIEW.. 1

GENERAL OBJECTIVES OF THE REMEDIAL EDUCATION PROGRAM......... 2

THE INSTRUCTIONAL PROGRAM DESIGN.............................. 4

PREPARATORY PROGRAMS.. 6

Oral Expression and Comprehension........................ 6
Initial Reading Instruction.............................. 6

THE CORE INSTRUCTIONAL PROGRAM................................ 8

Reading.. 8
Writing.. 9
Mathematics.. 9
Supplementary Instructional Materials...................11
Negro and Puerto Rican Culture and History..............12
The Social Realities Curriculum.........................12

THE DIAGNOSTIC PROGRAM..14

The Diagnostic Sequence.................................14
The Language Proficiency Battery........................16
The Revised Diagnostic Battery..........................17
The Mathematics Skills Battery..........................18

THE STAFF AND ORGANIZATION OF THE REMEDIAL PROGRAM............19

The Instructional Staff.................................19
The Program Development Specialists.....................20

APPENDICES

A. ORGANIZATION OF DIAGNOSTIC TESTING PROGRAM

B. LANGUAGE PROFICIENCY BATTERY

C. REVISED DIAGNOSTIC READING BATTERY

D. MATHEMATICS SKILLS DIAGNOSTIC BATTERY

E. TEACHING ENGLISH AS A SECOND LANGUAGE -- COURSE OF STUDY (REVISED)

F. BASIC READING SKILLS RESOURCE MATERIALS

G. SEQUENTIAL MATHEMATICS CURRICULUM OUTLINE AND RESOURCE MATERIALS

H. A DEVELOPMENTAL SPELLING PROGRAM: GUIDELINES FOR TEACHING AND SAMPLE RESOURCE MATERIAL

I. LANGUAGE WORKSHOP UNITS

J. COMMUNICATION SKILLS WORKSHOP UNITS

TABLE OF CONTENTS (Continued)

K. SKILLS STATION UNITS

L. MATHEMATICS SKILLS UNITS

M. SOCIAL REALITIES MATERIAL

N. SAMPLE OF INSTRUCTIONAL MATERIALS ON NEGRO AND PUERTO RICAN CULTURE

O. FREE READING GUIDE

P. JOB DESCRIPTIONS AND EVALUATION SCHEDULE OF REMEDIAL EDUCATION STAFF

Q. SELECTED REFERENCE BOOKS FOR INSTRUCTIONAL STAFF

OVERVIEW

The Mobilization for Youth Remedial Education Program was established to help 16 to 21 year-old trainees in the Neighborhood Youth Corps to overcome their deficits in English language skills, reading, and mathematics and to improve their capacity for problem solving and self-instruction. Trainees are assigned for half of each work day (15 hours a week) to the remedial program.

The effects of educational treatment for trainees assigned to the Remedial Education Program[1] are measured by a comparison of pre-test and post-test scores on the Gates Reading Survey and the Arithmetic Section of the Wide Range Achievement Test. These tests are administered to all trainees at the time of entrance into the MFY Work Program and again after three, six, and twelve months of training.[2] Upon separation from the training program a follow-up study of each education trainee is undertaken to determine the correlation between the improvement of the trainee's educational skills and certain employment variables, such as type of employment engaged in, job tenure, salary earned, etc.

Before describing the program itself, certain characteristics of the 16-21 year olds receiving instructional services should be mentioned. Most trainees enter the work program with severe academic deficiencies, and many are also deficient in their command of spoken English. Some have sufficient language proficiency to manage work and educational tasks in an English-speaking culture, but there are others whose proficiency is so limited that they cannot engage in sustained everyday conversation or begin to achieve reading competence in English. Even those trainees whose native language is English are generally severely limited in the fundamental tool skills. Most trainees in this group have reading and mathematics achievement scores which cluster between the 3rd- and 5th-grade levels. A considerable number have a skills level so low that they can be described as functional non-readers; a few can handle reading and arithmetic tasks at a relatively high level of difficulty (6th-grade or above). These differences in competencies and achievements within the training group had to be taken into account in formulating the objectives of the Remedial Education Program and in developing the plans for action and research. Similarly, the program has had to deal with the fact that trainees who originally enrolled in the Neighborhood Youth Corps to improve their employment opportunities often find it difficult to understand or accept the logic of participating in a school-type program as part of work training. Furthermore, as a result of their previous academic failures, many of these youngsters have negative responses to the prospect of re-involvement in a classroom situation and the threatening possibility of recurring failure. This attitude, compounded of hostility, defeatism, and fear, affects their behavior in counseling and work settings as well as in the classroom.

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[1] An Experiment to Test Three Major Issues of Work Program Methodology Within Mobilization for Youth's Integrated Services to Out-of-School Unemployed Youth. Eight-Month Report, December 16, 1965 to August 15, 1966. Mobilization for Youth, Inc.

[2] Trainees who leave the program before the end of the third month are not retested.

The difficult task of providing basic education for a student population with these deficits is made still more difficult by the limited tenure of trainees in both the work and the education program. Some 75 percent of the assigned trainees leave the program within three months. Therefore, significant long-term gains in language and tool skills must be achieved in only 195 instructional hours, the equivalent of 40 regular school days.

GENERAL OBJECTIVES OF THE REMEDIAL EDUCATION PROGRAM

The general objectives of the program can be specified as follows:

1. Improvement of the skills performance of trainees. The specific level of this objective varies with the trainee's language facility and skills achievement at the time he enters the program. For many youths, the goal is the development of conversational ability and literacy in English; for a few others, it is the attainment of a high-school-equivalency diploma. For the majority of trainees, those who fall between these extremes, the goal is the achievement of competency at a higher grade level.

2. Development of a realistic program for the remediation and continued education of each trainee. For most of the trainees severe academic deficits not only have restricted their vocational and educational choices in the past, but also have affected their capacity to respond to educational treatment in a classroom setting. With few exceptions, the trainees have terminated their formal education prior to the tenth-grade, and they regard the prospect of re-involvement in structured learning with considerable anxiety and suspicion. The experience of success with formal learning should encourage them to formulate more precise and realistic educational and vocational goals.

3. Demonstration to trainees of the direct connection between work and education -- by using their involvement in meaningful work tasks as an opportunity to demonstrate their mastery of academic skills and as a stimulus for the creation of functional instructional materials that motivate, teach, and reinforce.

4. Enhancing of the trainee's capacity to master new material -- and thus enable him in future months and years to supplement the effects of the brief re-exposure to basic skills instruction provided by the MFY program.

5. Overcoming the trainee's negative responses to school-related tasks -- by creating a learning environment that will encourage him to play a significant role in the educational experience. This objective implies certain guidelines for the remediation program:

a) The trainee must at all times be in control of his learning program. He must be involved in the diagnosis and evaluation of his learning and must participate in the development of his educational plan--the sequence of learning tasks he must master in order to improve his skills performance.

b) The trainee must be given clear evidence that the instructor is working for the realization of the trainee's goals. The educational plan jointly produced by trainee and instructor directs their attention to specific learning outcomes and serves as a reminder of the accountability of both parties. Working together within the framework of this plan, instructor and trainee are able to mark out short-run goals, the first indications of progress, and the sequence of tasks necessary for attainment of long-range goals. They can continuously monitor the results of educational decisions as well as gauge the effects of learning activities.

c) The trainee must be given a share of the responsibility for his own remediation. As each set of goals is attained, the proportion of time allocated to self-instruction should increase. For the trainee at the lowest level of skills performance a small proportion of instructional time is devoted to the use of materials that require self-pacing, self-correction, and self-evaluation. As his performance improves, the trainee will be able to assume greater responsibility, with the instructor's guidance, for the selection and management of appropriate learning activities and materials.

The successful implementation of these objectives will ensure the trainee an opportunity for both educational and personal development. We believe that the trainees assigned to remedial education will respond to a program in which learning is highly structured, i.e., in which there is a close relationship between diagnostic findings and teaching strategies, and in which both the mastery of transferable skills and the application of these skills in life and work situations are stressed. This focus on the way in which knowledge and skill are acquired and applied may have long-range effects on the trainee's vocational and educational career. Without a substantive change in their approach to learning, few trainees will be able to maintain and build upon the foundation of skills acquired in the Remedial Education Program.

THE INSTRUCTIONAL PROGRAM DESIGN

In pursuit of the objectives outlined above, particularly the creation of an "atmosphere for learning" in which trainees can re-engage in formal schooling with a sense of hope and purpose, we have experimented with a combination of skills diagnosis, educational counseling, collaborative planning by instructor and trainee of a systematic developmental program of skills mastery, and the use of a prepared teaching plan for each skill deficiency to be corrected.

The limited time available for corrective teaching coupled with the low tolerance of the trainees for failure makes it essential to invest instructional time and resources wisely. We have therefore placed great emphasis on precise diagnostic testing in language, reading, and mathematics skills to determine the trainee's academic strengths and the critical skill deficits which require immediate upgrading. The results of analytic testing by the Department's Diagnostic Center (as summarized into "skills profiles") are used by the diagnostician and instructional staff as a basis for determining the instructional level to which the trainee will be assigned.

On the basis of their skills performance, the trainee population can be divided into the following sub-groups:

1) Trainees who are non-English-speaking or who possess only marginal proficiency in spoken English.

2) Trainees who have a functional command of conversational English but who are severely disabled in reading (lower than second grade level).

3) Trainees who can handle reading tasks at the 2nd- to low 4th-grade level of difficulty.

4) Trainees who are reading at the 4th-to 7th-grade levels.

5) Trainees whose skills level is high enough for them to prepare for the high-school-equivalency examination.

Non-English-speaking trainees (sub-group 1), whose most pressing need is for the ability to communicate in English, are assigned to a Language Workshop. There may be several instructional groups at this level depending upon the number of trainees and their different academic skills. The Language Workshop provides intensive instruction in English using oral-linguistic methods. In addition, all arithmetical operations with whole numbers are taught; however, the study of fractions, decimals, and word problems is generally delayed until the trainee has mastered the fundamentals of vocabulary and sentence structure and has been re-assigned to a Communication Skills Workshop.

Trainees (sub-groups 2 and 3) are assigned to Communication Skills Workshops if they have demonstrated proficiency in spoken English but are functional non-readers, i.e., unable to read independently at the 4th-grade level, or the level of a popular tabloid newspaper. At this level the core instructional program in reading and mathematics is employed in an attenpt to maximize the opportunity for academic upgrading. In addition, non-native English-speaking trainees are drilled for 30 minutes a day in the core sentence structures, using the 2,000-word core vocabulary.

The "Skills Station" is the instructional level for trainees (sub-group 4) with reading proficiency at the 4th-grade level or higher. In addition to his educational proficiency and goals, the trainee's vocational goals are considered in assigning him to a remedial class at the Skills Station level. Two Skills Station groups in Auto Mechanics and Office Practice are conducted at the work sites and make use of a great deal of supplementary teaching material oriented toward the vocational training provided at the site. Other classes are comprised of an assortment of trainees being prepared in different fields (e.g., carpentry, food service, nurses' aides), who are given supplementary instructional material which meets their vocational interests and needs, as well as the core materials.

When a trainee (sub-group 5) enters the program with a strong 7th-grade reading ability or reaches that level through academic upgrading in the program, his personal educational goals become a very important factor in class assignment. At this level of academic proficiency a trainee with the requisite motivation and study skills can usually achieve a high-school-equivalency certificate in our program. One Skills Station class has been established exclusively for those trainees who are at this level and who have as an immediate educational goal the achievement of a high-school-equivalency diploma.

Because of the diversity of the educational needs of the trainees the number of trainees in each class is limited to seven in the Language and Communications Workshops and ten in the Skills Stations. For each trainee enrolled in the program a step-by-step teaching plan is designed to lift the trainee's achievement level in communication and essential mathematics skills. The goal, of course, varies with the trainee's language and reading skills at the time he enters the program. For each item in the trainee's individual skills-mastery program (e.g., weakness in handling vowel sounds, confusion in division), the prepared plan prescribes the methods, materials and evaluation procedures to be used. This programmed approach to instruction ensures uniformity of educational treatment for all trainees with similar learning problems and permits systematic evaluation of the effectiveness of various methods and materials in correcting skills deficits.

Oral Expression and Comprehension

The major instructional objective of the Language Workshop is improvement of the trainee's ability to converse in English.(3) It has been necessary to design a complete instructional program, including English-proficiency tests, language-development maps, teaching models, and materials to upgrade the language skills of trainees with a limited command of English.

In teaching English as a second language, a combination of instructional methodologies has been found effective. The aural-oral method, often called the direct approach, is used to help trainees develop a vocabulary in English and achieve competence in handling English sentence patterns. In this method the instructor demonstrates vocabulary, using visual materials and techniques. For example, he holds out a book while saying, "This is a book." In this way the instructor establishes a model for the trainee to imitate. New words are introduced in sentences only, and the trainee is encouraged to use English rather than his native language.

The linguistic method is also used in building English-language proficiency. Where the sounds and structure of English words resemble those of Spanish, the similarities are pointed up to encourage transfer and simplify learning. Where few or no such similarities exist, the instructor employs patterned pronunciation and structural drill to help the trainee gain automatic control of new phonemes and sentence forms. This emphasis on controlled sound and structure drill has proved to be a most effective supplementary approach.

A major characteristic of the Department's English-language program is the concurrent teaching of all language skills. Once the trainee has mastered the new words orally, they are written on the chalkboard in a core sentence pattern. At each class meeting, sheets containing the new vocabulary, sentence patterns, and model dialogues are distributed to the trainees, to be added to their loose-leaf notebooks of core reading material. Writing is introduced by having trainees copy new sentences from the chalkboard and take dictation of sentences containing words and structures previously learned. To ensure a direct fundtional relationship between language-workshop instruction and language tasks in life situations, a core vocabulary is used consisting of approximately 500 words essential for communication and an additional 1,500 words commonly met by adults in daily reading. This core vocabulary serves also as a fundamental reading and writing word list for teacher-prepared material to be utilized in the Communication Workshop. In this manner, techniques of improving spoken English serve as a bridge to the development of more complex language skills.

Initial Reading Instruction

A few Communication Skills Workshop groups focus on beginning reading. Because the reading deficits of the assigned trainees are severe, it has been necessary to develop an approach to teaching that puts heavy stress on the techniques characteristically used in reading clinics.(4) To involve the trainee and to increase his confidence, the instructor must constantly adapt his instructural strategy so as to ensure success with every reading task. In every lesson the span of new learnings must be small enough and the time devoted to reinforcement long enough so that each trainee can build a firm base of skills.

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(3) See Appendicies B, E, and I.

Central to this intensive and carefully wrought instructural plan is the maintenance of a very intimate and structured relationship between instructor and trainee. For each teaching goal the instructor must create a wide variety of materials (i.e., drill cards, games (see Appendix J), motivational devices, and special story material) that serve to limit the introduction, the practice, the reinforcement, and the application of the new skill. Usually, the instructor exploits the trainee's experience and language patterns in selecting new words for teaching and developing written materials. The use of activities, tasks, and situations in the trainee's daily life gives the most rudimentary reading skills more meaning and greater relevance to the trainee. In addition, the instructor must play a very sensitive supportive role, at times applying gentle pressure to get a trainee to test his newly acquired strength, at other times pulling back from a difficult task, to protect the trainee against the stress of frustration. The instructor searches for ways of dramatizing each success in such a manner that the trainee gains a sense of mastery. The trainee is also made aware of the relatedness between his present achievement and past learning efforts.

Although this instructional approach can be characterized as "idiosyncratic" because of its emphasis on developing unique teaching strategies for each trainee, it is in accordance with tested pedagogical principles in the clinic treatment of reading problems. The implementation of these principles preserves a considerable degree of uniformity in instructional activities. More important, the Department's course of study for reading provides the framework for the developmental sequential approach to initial reading instruction. Thus, a trainee who is helped to overcome the most fundamental reading deficits is also prepared to move easily into use of the reading materials central to the core instructional program. This linkage is reinforced by careful exposure to teacher-prepared materials which use the SRA Reading Laboratory format and to reading laboratories at the lowest level of difficulty.

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(4) See Appendices C, F, and J.

For all trainees with a functional command of spoken English remedial instruction in reading, writing, and mathematics is stressed.(5) Within the boundaries of a 15-hour remedial-education week, nine hours are allotted to the improvement of reading skills, three hours to writing skills, and three hours to mathematics. This time is apportioned so that each skill area is taught daily.

When a new trainee enters the MFY Remedial Education Program reading on the second-grade level or above, or when an enrolled trainee's reading skills have been brought up to the second-grade level as a consequence of initial reading instruction, he is assigned to a Communication Skills or Skills Station group based on his performance level in reading. Remedial instruction for these trainees is provided by means of specified core program materials.

Reading

SRA Reading Laboratories are used as the primary instructional material. On the basis of the trainee's performance on the diagnostic test battery, the diagnostician prepares a Reading Skill Profile that identifies both the trainee's starting level in an assigned SRA Laboratory and the priorities for corrective teaching when using SRA materials. At first the trainee is permitted to choose the three Power Builder selections within each starting level whose content is most appealing to him. When the trainee demonstrates that he is able to manage the SRA program approach, the instructor more carefully structures the choice. For example, he may, on the basis of his review of the trainee's performance, direct the trainee to work only on those selections that provide practice with a specific skill (i.e., antonyms, silent vowels, root words). He may move a trainee to an easier reading level so that a new skill can be reinforced or an established skill further perfected.

The program design requires each instructor to use the SRA Laboratory not only as the primary teaching material in reading but also as the chief teaching strategy for reading improvement. The design also specifies the portion of reading instruction time to be devoted to SRA Lab work (on the average, five hours each week). In addition, the supplementary reading materials used in the core programs are all expected to be structured to accord with the SRA sequential skill design and to be modeled whenever possible on the Power Building Selection format, which stresses comprehension questions, learning about word-attack skills.

In the seven months since SRA Laboratores were adopted as the primary strategy for teaching reading, we have found that the trainees who read at the lower levels are disinterested in the material and respond more favorably to reading selections that utilize their own life experiences. Those trainees who read at the eighth grade level retain their interest in the SRA Labs when they are presented in moderation--five times a week for 30- to 40-minute work sessions. However, girls frequently complain about the emphasis in the Laboratory material on content which is primarily of interest to boys. While most accept the materials in the more advanced Laboratories, they are not very enthusiastic.

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(5) See Appendices C, D, G, and L.

A major problem in the use of SRA Labs as primary instructional material is caused by the tendency of instructors to "let the Labs do the work." This withdrawal from instruction has occurred even though staff members have been trained to capitalize on students' experiences with the Labs by asking follow-up questions, working with them to find ways of checking on the answers, etc. To make the Lab period more stimulating for the trainee, we have experimented with such modifications as shifting the stress to certain questions, pairing trainees to work out the questions together, and using interesting Lab story material as the springboard for personal writing or group discussions. Despite their limitations, the SRA Lab materials have proved useful for instructors who are resourceful in their approach to motivation, planned application, and reinforcement of skills introduced.

Writing

As in reading, SRA materials are the primary resource used in the improvement of writing skills. Besides using the SRA Power Builders as a stimulus for writing personal reaction paragraphs about a fiction or non-fiction selection, we have experimented with both the Writing Skills Laboratory and the Spelling Word Poser Laboratory. The former is most effective with trainees who are strong readers at the prescribed levels set by the publisher. Often, the themes of the selections and the manner of presenting the content were too juvenile for our trainees. Further, the values and emphasis in major topic units, such as "Making People Seem Real," seemed to be alien to the trainees' culture pattern and life style. Greater success was achieved in stimulating the production and development of written materials by choosing themes from the group. Our experience with Spelling Word Power materials has been negative, on the whole. The trainees are at first intrigued by the gimmicks incorporated in the Lab (e.g., the Learning Wheel), but they do not maintain their interest primarily because the content is not appealing and the program demands are somewhat artificial. The dramatic breakthroughs in building spelling power have come about through instructor-inspired and group-stimulated activities that drew heavily on the trainee's work experience and on social-studies themes.

Mathematics

The mathematics curriculum attempts to equip trainees to cope with computation problems related to work training, to develop their competency in dealing with real-life situations requiring mathematical knowledge, and to provide a solid foundation for further training in mathematics for trainees who wish to pursue it.

To achieve this goal we have given special attention to construction of a sequential course of study and to experimentation with new teaching methods in mathematics, bearing in mind the academic backgrounds of trainees and their present levels of proficiency. Although the average trainee has had ten years of schooling in mainland schools, he has only a fourth- or fifth-grade achievement level in mathematics. This means that a majority of our trainees have trouble with long division and fractions and know almost nothing about decimals. Since we have a very short time in which to transmit the mathematics concepts and skills of recognized importance to adults in a complex urban society, we must focus on only those concepts which it is essential for him to grasp and only the most useful skills.

Improving the trainee's mathematical understanding is regarded as the primary means of upgrading his mathematical functioning, both in the classroom and in life situations. Once the trainee acquires insight into why certain computations are performed in a certain manner, he can apply or manipulate mathematical concepts as necessary in the outside world without help.

With few exceptions, trainees have previously been taught math by rote. They were told how to do an arithmetic operation, but rarely why it works. But without an understanding of the operations, trainees are unable to grapple with mathematics tasks that demand a somewhat novel use of this knowledge. For trainees exposed to this type of teaching, mathematics remains an irrational puzzle.

In order to avoid a repetition of past failures, we have consciously employed thought-provoking teaching strategies emphasizing mathematics as a logical, structurally ordered discipline, which is capable of being understood. This type of presentation minimizes the need for rote memorization.

Building concepts and the ability to manipulate them requires that the instructor give greater emphasis to the approach to a problem than to the method used to solve it. The trainee is directly involved in trying to find out why certain sequences of operations will result in a solution. There are many equally correct ways of solving any given math problem. With the instructor's guidance, the trainee discovers his own method. We know of algorisms which can shorten computation time, but these are not taught until the trainee understands what he is doing in his own way. Often the trainee himself will discover a shortcut for the computation.

Along with every operation taught, its application in the solution of verbal problems (i.e., real-life problems) is also introduced. This approach helps the trainee to gain confidence in handling mathematical computations that arise within a more complex context. Through a range of simulated problem tasks, the trainee learns, with the instructor's assistance, how to make mathematics knowledge work for him. He learns, for example, how to find out how much something really costs on installment buying, which brand of food is cheaper, how much tax he should be charged, how big his pay check should be after so many hours of work or so many pieces finished.

It is recognized that an understanding of school arithmetic requires understanding of the principles of the decimal place-value number system. We develop this understanding from the start of the mathematics curriculum, emphasizing why we write numbers as we do, and we continually reinforce this understanding with each new operation. Once the trainee masters the underlying principles of the base-ten system, even if he forgets the specifics taught in the classroom, he can always figure out a way of solving any problem.

Supplementary Instructional Materials

After a short trial with the selected core program materials it was found necessary to develop additional materials in order to meet the skills-development requirements of trainees.(6) We realized that reading-skill deficits uncorrected after full exposure to SRA Lab Materials would have to be remediated by other means. Further, experience with SRA materials in other programs indicated that there must be a backstop system of resources to provide skill practice, reinforcement, and application in a variety of contexts, if for no other reason than to prevent the negative reactions that set in when one piece of material is used exclusively.

With these considerations in mind, members of the supervisory and program development staff produced a variety of publications specifying treatment methods and outlining scope and sequence for skills development in reading and mathematics. These documents were designed to ensure greater uniformity of educational treatment for all trainees with similar problems in different class groups. Equally important, as a result of creative classroom work, a number of teaching aids have been developed, ranging from games to complete reading units. Although these instructional resources were devised to meet the specific needs of an individual or small group of trainees, they have been found to be most useful, with some modification, across class boundaries.

Unfortunately, the prescribed balance between core and supplementary program materials is not suitable for every trainee in each class group. Therefore, provision was made in the instructional program design for instructors to choose alternative modes of instruction:

1) For trainees who do not respond to the SRA teaching materials after a three-week trial, the instructor (with the approval of the supervisor) can shift to a secondary strategy using instructor-prepared materials relating to the life interests of trainees and work-related tasks. These materials are used to introduce and reinforce new learnings while the core program materials are used for support purposes only.

2) If the alternate strategy fails to produce the expected skills gain after a three-week trial, the instructor is released from the use of prescribed instructional approaches and permitted to utilize his own strategies for instruction, choosing methods and materials adopted to the needs of individual learners.

It is understood that when either of these alternate modes of instruction is employed, a special effort will be made to move the trainee back to the core-program methods and materials as quickly as is feasible without endangering his learning gains.

To ensure meaningful evaluation of the instructional program, and to permit replication of the program and curriculum strategies, careful records are kept of each trainee's education plan, the criteria for program changes, and significant programming and trainee responses.

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(6) See Appendices K and O.

Negro and Puerto Rican Culture and History

Since January, 1966, a consistent effort has been made to incorporate program activities and materials that 1) strengthen the cultural identification of our Negro and Puerto Rican trainees and 2) promote respect and harmony between the two ethnic groups represented in our trainee population.(7)

At first, the introduction of this thematic content was confined to the published materials that depict the history and life patterns of the American Negro and Puerto Rican. Because of the limitations of these resources we have found it necessary to devote considerable time to reworking newspaper, magazine and pamphlet material into an easy-to-read form, 2nd or 3rd-grade level. In addition the program developer assigned to this area created and tested original non-fiction materials. A number of short reading selections have been distributed that focus on dramatic historical incidents and the lives of contemporary Negro and Puerto Rican leaders. These selections are for free reading and serve equally well as the focal point for small group reading lessons.

Various other means have been used to promote the trainee's identification with his ethnic group and to stimulate his awareness of the role played by the city's minority groups in the struggle for social justice. Each classroom teacher uses bulletin boards, newspapers, and visual aidsto dramatize the issues confronting the Negro and Puerto Rican communities in New York City and throughout the nation. Discussion meetings are convened periodically attended by trainees and Lower East Side adults who play a leadership role in Negro and Puerto Rican social-action groups.

In accordance with the program design, these materials and activities have been introduced to stimulate the trainee's involvement in prescribed learning tasks and the mastery of new skills. Although it is difficult to assess the achievement increment resulting from the inclusion of materials and activities of this type, there is sufficient evidence based on trainees' reactions to justify expansion of this sector of the program in the next few months. We are now ready to issue a student-selected list of books on Negro and Puerto Rican life and history that have proven appeal. Also, in preparation is an abridged and simplified version of a published history of the Lower East Side, as well as a series of short biographical sketches of trainees who have grown up in the Mobilization for Youth area. As in other program areas, the responses of instructors and trainees consistently enlarge our view of what is useful and meaningful; in this manner the production of experimental materials with a cultural emphasis tends to generate new ideas and to suggest new forms for the presentation of content.

The Social Realities Curriculum

The "social realities" curriculum(8) is designed to improve the trainee's chances for upward economic and social mobility by equipping him with the skills and attitudes he needs to escape from the ghetto both physically and emotionally.

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(8) See Appendix M.

The premise on which this curriculum is based is that the trainee, in order to escape from the ghetto, must master certain concepts and knowledge that he currently lacks. It is our further assumption that he has not learned them before because his past experience and his observation of the experience of his family and friends have convinced him that he cannot escape. Thus convinced, he sees no reason to learn either basic academic or vocational skills, and he has not done so.

No effort will be made here to minimize the barriers that confront ghetto youth. Discrimination in housing and employment is real. Inferior education is a fact of life in the slum. So are poverty and all the psychological and social pressures associated with it, now the subject of so much discussion and research among social scientists. The fact remains, however, that some people do escape the ghetto in spite of these barriers. We attribute their escape in part to their belief, conscious or not, that escape is possible. It is this belief that motivates them to learn what they need to know.

It is the goal of the social-realities curriculum to develop this belief in trainees and thus to reinforce the effectiveness of the total remedial-education curriculum. But this belief cannot be taught effectively in the conventional sense; it must grow out of a series of experiences through which the trainee learns that he has some control over his life now and that he can exert that control increasingly in the future.

To give the trainee access to these experiences, he will be asked to examine the social structures in his community and his role in them. He will find out how and for what purpose groups in his neighborhood are formed, how they make decisions, and what functions individuals perform, both formally and informally. He will thus begin to understand the power structure in his community and how social change occurs. From the study of his own community, he will develop generalizations about community social structure which he will test by examining other communities.

At the same time, he will examine the various roles he himself plays, both in his immediate neighborhood and outside it. He will examine the choices he makes which help to determine these roles, and he will be asked to evaluate their usefulness to him and to consider what alternative choices are open to him. In this manner, he will learn that he can indeed exert more control over his own life. It is hoped that this discovery will lead to the desire and ability to plan more constructively for his future and to equip himself with the skills and knowledge needed to implement those plans.

In the six months since the experimental social-realities curriculum was proposed, two units have been developed. Unit I, designed to help the trainee acquire the concepts and knowledge that will enable him to travel more comfortably from his neighborhood to other parts of the city, has been completed and field-tested in five classrooms (see Appendix M). Unit II, a study of social space emphasizing such basic sociological concepts as role, group dynamics, and power, has been reviewed in rough outline form by staff members and consultants hired to assist the program developer (see Appendix M). By mid-April the first lessons of the second unit will be tried out in selected class groups. The reactions of trainees and instructors will aid in the further development of lessons within the unit.

THE DIAGNOSTIC PROGRAM

In order to plan and conduct an effective instructional program in the limited time available to him, the remedial instructor must know the trainee's strengths and weaknesses in each of the fundamental skills areas. Although some useful information can be gained from analysis of the trainee's performance on the standardized achievement tests administered routinely as part of the intake process, the preparation of a functional educational plan for each trainee and his appropriate class placement require a more detailed portrait of his competencies in a broad sample of skill tasks. To meet this need, the Department of Remedial Education has developed diagnostic batteries in three areas: (1) English-language proficiency, (2) reading, and (3) mathematics.(9) In accordance with our plan to interweave diagnosis and corrective teaching, these skills-assessment tools are constructed so as to mesh with the sequential courses of study for teaching English as a second language, reading, and mathematics, respectively. Thus the diagnostic profile of each trainee can easily be converted into a guide for instruction, a precise map of the skills he has mastered and those he has yet to learn.

The Diagnostic Sequence

After the trainee has been enrolled in the Neighborhood Youth Corps and has taken the intake-test battery, which includes the Gates Reading Survey and the Wide Range Achievement Test, his counselor arranges for further testing at the Department of Remedial Education's Diagnostic Center. By the time the trainee arrives at the Center, his counselor has explained the reason for diagnostic testing as well as the purpose of combining a half day of remedial education with a half day of vocational training.

The selection of an appropriate diagnostic testing program for the trainee requires appraisal of his general English-language skills. To make this rough assessment, the diagnostician uses a group of three screening questions (Part I of the English Language Proficiency Test Battery). On the basis of the trainee's responses, he is classified as a native English speaker, a non-native speaker with limited English proficiency, or a non-English speaker. If the trainee is defined as a native English speaker, the Revised Diagnostic Reading Battery and the Mathematics Skill Battery are administered. If the trainee is a non-native speaker with limited command of English, the Language Proficiency Battery is administered to assess his understanding of a basic English vocabulary and core English sentence patterns; then the Revised Diagnostic Reading Test and Mathematics Skill Battery are used to gain additional information. For those trainees who demonstrate no proficiency in English, the diagnostician has the option of terminating testing or administering the Computation Sections of the Mathematic Skills Test and/or the Informal Book Test of the Reading Diagnostic Batteries.

The trainee's scores on the three principal diagnostic batteries are summarized in the form of a skills profile, which the diagnostician sends to the remedial-education supervisor, along with the actual test battery. The educational supervisor, after studying these materials, makes the class assignment, and then reviews the diagnostic data with the trainee's future instructor to determine the best strategy of remediation. The remedial instructor, in turn, reviews the diagnostic material with the trainee, and together they develop a learning map in each of the fundamental skills areas. Each learning map specifies educational goals which are keyed into the curriculum of that skills area.

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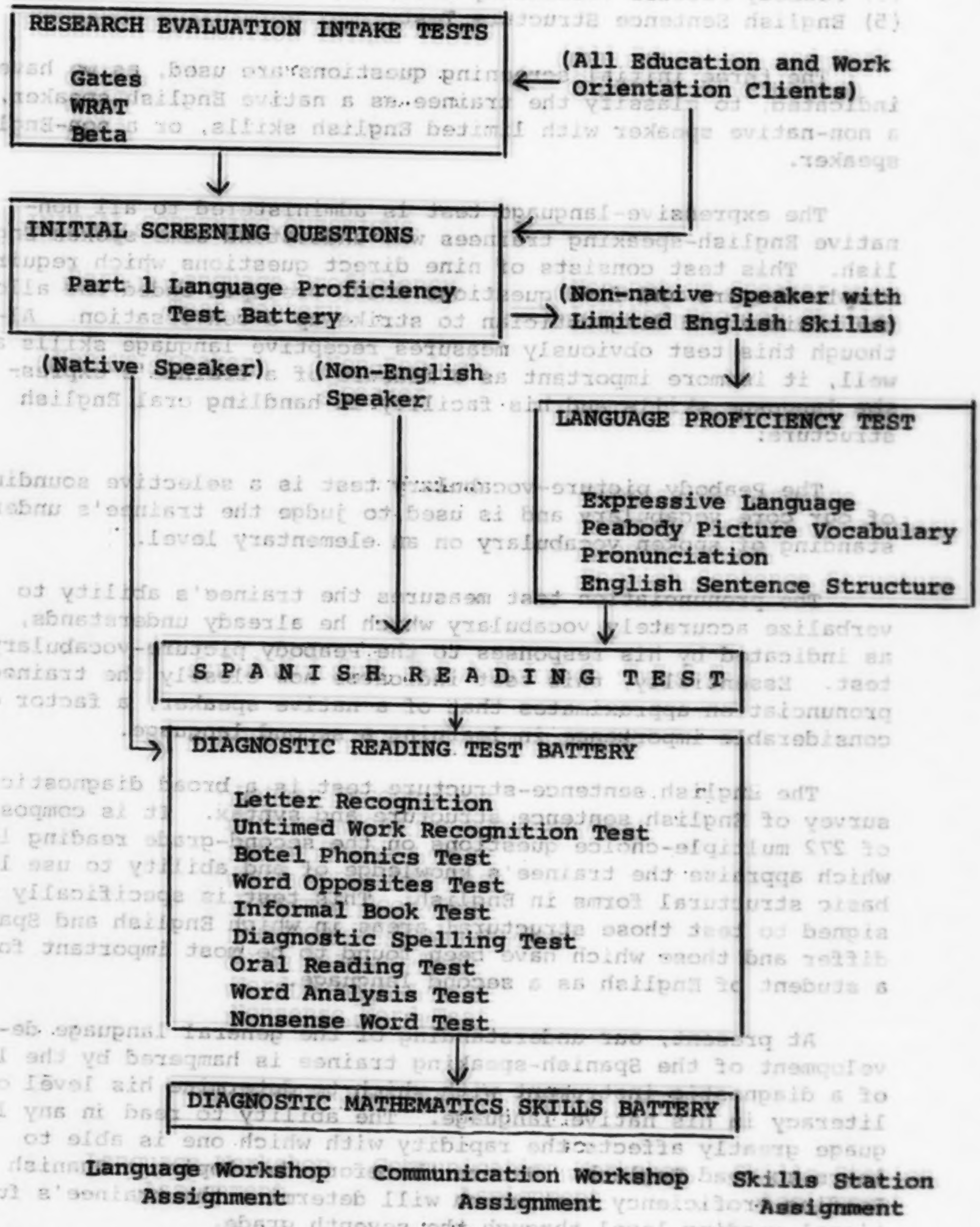
(9) See Appendix A.

Figure 1 shows in graphic form the sequence of testing in the diagnostic series.



RESEARCH EVALUATION INTAKE TESTS
Gates
WRAT
Beta
(All Education and Work Orientation Clients)
INITIAL SCREENING QUESTIONS
Part 1 Language Proficiency Test Battery
(Non-native Speaker with Limited English Skills)
(Native Speaker)
(Non-English Speaker)
LANGUAGE PROFICIENCY TEST
Expressive Language
Peabody Picture Vocabulary
Pronunciation
English Sentence Structure
SPANISH READING TEST
DIAGNOSTIC READING TEST BATTERY
Letter Recognition
Untimed Work Recognition Test
Botel Phonics Test
Word Opposites Test
Informal Book Test
Diagnostic Spelling Test
Oral Reading Test
Word Analysis Test
Nonsense Word Test
DIAGNOSTIC MATHEMATICS SKILLS BATTERY
Language Workshop Assignment
Communication Workshop Assignment
Skills Station Assignment

Figure 1. MFY Remedial Education Diagnostic Program

The Language Proficiency Battery

In setting educational priorities, it was obvious that the ability to communicate in English was most important for educational upgrading as well as for social and vocational success. Therefore, a detailed Language Proficiency Battery* was developed to evaluate the various abilities that contribute to fundamental skills of understanding and speaking English.(10)

The Language Proficiency Battery is composed of five tests: (1) Initial Screening Questions, (2) Expressive Language Test, (3) Peabody Picture Vocabulary Test, (4) Pronunciation Test, (5) English Sentence Structure Test.

The three initial screening questions are used, as we have indicated, to classify the trainee as a native English speaker, a non-native speaker with limited English skills, or a non-English speaker.

The expressive-language test is administered to all non-native English-speaking trainees who understand some spoken English. This test consists of nine direct questions which require simple answers and five questions which are open-ended and allow the trainee and diagnostician to strike up a conversation. Although this test obviously measures receptive language skills as well, it is more important as a measure of a trainee's expressive language skills and his facility in handling oral English structure.

The Peabody picture-vocabulary test is a selective sounding of our core vocabulary and is used to judge the trainee's understanding of spoken vocabulary on an elementary level.

The pronunciation test measures the trainee's ability to verbalize accurately vocabulary which he already understands, as indicated by his responses to the Peabody picture-vocabulary test. Essentially, this test indicates how closely the trainee's pronunciation approximates that of a native speaker, a factor of considerable importance in learning a second language.

The English sentence-structure test is a broad diagnostic survey of English sentence structure and syntax. It is composed of 272 multiple-choice questions on the second-grade reading level, which appraise the trainee's knowledge of and ability to use 128 basic structural forms in English. This test is specifically designed to test those structural areas in which English and Spanish differ and those which have been found to be most important for a student of English as a second language.

At present, our understanding of the general language development of the Spanish-speaking trainee is hampered by the lack of a diagnostic instrument with which to determine his level of literacy in his native language. The ability to read in any language greatly affects the rapidity with which one is able to learn to read English. We are therefore developing a Spanish Reading Proficiency test which will determine the trainee's functional reading level through the seventh grade.

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(10) See Appendix B.

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The Revised Reading Diagnostic Battery

The trainee who demonstrates functional skill in oral English is ready for systematic instruction to improve his competence as a reader. To link each trainee into a planned program of remediation, it was essential to devise highly discriminating diagnostic tools to evaluate basic reading skills from the preprimer stage to the 8th-grade level. Such a diagnostic battery was constructed and integrated with a prescribed course of study that plots the sequence of skills to be taught for those reading below the fourth-grade level (Level 1) and for those reading at the fourth- to seventh-grade level (Level 2).(11) When the diagnostic information is set against the course of study, both the trainee and the teacher are able immediately to identify the trainee's major strengths and weaknesses and to make a shared decision about short-term and long-term instructional goals.

The Reading Diagnostic Battery (Revised) takes into account the range of reading performance as measured on the Gates Reading Survey from a functional nonreader to above 9th-grade level. This battery consists of a group of analytic tests which can pinpoint the strengths and deficiencies in a trainee's performance with the primary-grade reading materials and can also provide an accurate appraisal of skill performance at reading levels from fourth to ninth grade.

The battery is comprised of the following tests:

1) Recognition of Letters and Knowledge of Letter Names

2) Untimed Word-Recognition Test -- a sight-vocabulary sample of primer to fourth-grade words.

3) Botel Phonic-Element Test -- a series of tests designed to measure functional knowledge of common phonetic elements.

4) Botel Word Opposite Test -- a measure of reading capacity, with graded vocabulary tasks from primer to twelfth-grade.

5) Informal Book Tests -- a group of reading selections of graduated difficulty, from primer to eighth-grade level, designed to assess the trainee's performance level in word recognition and comprehension.

6) Spelling Diagnostic Tests -- a sample of words commonly used in everyday writing by school children and adults. This assessment tool indicates the trainee's spelling level and also highlights his major weaknesses in spelling.

All trainees who are eligible for reading-skills assessment are required to take these six core tests of the Reading Diagnostic Battery. Should the trainee need further analytic testing, the diagnostician can administer one or more of the following optional subtests:

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(11) See Appendix C.

7) Oral Reading Test -- a group of paragraphs ranging in difficulty from primer to fifth-grade level.

8) Word-Analysis Test -- a sample of one-syllable and polysyllabic words of graded difficulty which require use of a wide range of "word unlocking" skills.

9) Nonsense-Word Test -- a test devised to assess the trainee's skills in dealing with more complex word-attack tasks--e.g., common rules for syllabication, etc.

Although the major focus of diagnostic testing in reading is an appraisal of the trainee's ability to handle common skill tasks, we are also interested in measuring reading potential or capacity. Certain modifications have been introduced into the administration of the Informal Book Test for this purpose. When a trainee is no longer able to read a selection in the Informal Book Test, the diagnostician continues to read the graded paragraphs aloud, checking for comprehension by asking prescribed questions. This procedure enables the trainee who is constricted by limitations in word-recognition or word-analysis skills to reveal his grasp of information and ideas contained in written materials beyond his normal reading range. The highest level at which a trainee is able to answer 75 percent of the prepared questions for a selection is designated as his reading-expectancy level, an indicator of his potential for growth in reading. The "expectancy level" is immediately useful, not only as an aid in designing the trainee's reading-instruction plan, but also as a stimulus for a more outreaching, hopeful approach to building reading skills.

The Mathematics Skills Battery

To supplement the general information provided by a standardized achievement test in mathematics, the Department of Remedial Education has devised a diagnostic instrument that more sharply identifies computational and problem-solving difficulties.(12) Like the other diagnostic instrument, this tool is so constructed as to correspond with the sequence prescribed for the Department's course of study in mathematics. By this means the trainee's participation in diagnostic activities is related directly to the program's fundamental stress on systematic corrective teaching. The trainee's diagnostic-test results, when recorded on the mathematics skills profile, can be used by the instructor and supervisor to locate his general level of mathematical competence (e.g., generally strong in addition, subtraction; weak in multiplication, division); to pinpoint specific weaknesses (e.g., subtraction with zero in the minuend); and to plot out the sequence of tasks he must complete in order to move to a higher level of competence (e.g., concept of fraction before addition of fractions).

The Diagnostic Mathematics Test is composed of 46 items which evaluate the trainee's strengths and weaknesses in reading and writing numbers, whole-number computation, fractional computation, the concept of fraction, numeration, measurement, decimal and percentage skills, and problem-solving. The 46 test items are distributed among six large pages, which are given to the trainee two at a time in order not to overwhelm him. There is no time limit for the administration of the test.

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(12) See Appendix D.

The diagnostician examines the trainee's response to each item and evaluates the degree of skill it reveals in terms of "knows," "needs practice," or "doesn't know." All trainees not assigned to the Language Workshop meet with their instructors to review their mathematics test and profile and to prepare a learning map of mathematical skills. As we have noted, for trainees assigned to an instructional group with the primary goal of learning to communicate in English, planning for mathematics improvement and further instruction in mathematics skills are postponed to maximize the classroom time available for teaching English as a second language.

THE STAFF AND ORGANIZATION OF THE REMEDIAL PROGRAM

To maintain a reasonable balance between experimentation and functional service to trainees enrolled in the program, the staff of the Department of Remedial Education has been organized into two major groups.(13) The majority of the staff is assigned to classroom instruction duties. A smaller group of supervisory personnel and consultants share the responsibility for program development and implementation. The over-all responsibility for supervision and administration of the department is delegated to the Department Director, who, in turn, is responsible to the Director of the Division of Educational Opportunity.

The research mandate calling for uniform treatment of all trainees is protected by designating all instructors, consultants, and supervisors working at a given instructional level (e.g., Language Workshop) as members of the same program unit. These staff members meet twice a week to share classroom experiences, to resolve common teaching problems, and to prepare the new program questions. Integration of the several instructional units is worked out in weekly supervisory conferences and biweekly departmental staff meetings. To date, the inter-relatedness of class groups is manifested only in the adoption of a 10-point list of pedagogical principles and the use of designated methods for the treatment of educational deficits in reading, mathematics, and spelling.

The Instructional Staff

The instructional staff consists of remedial-education supervisors, instructors, and assistants. The supervisor-instructor ratio is about one to eight.

The remedial-education supervisor functions as a master-teacher and trouble-shooter for instructors with specific teaching problems. He also guides the instructors in developing systematic plans for individual and small-group instruction, based on the findings of the program-development specialists and in line with the prescribed curriculum design. The supervisor spends at least two hours a week with each of his instructors: one hour in classroom observation and participation, the other in individual conferences. The supervisor is responsible for overseeing the transition of new trainees from the Diagnostic Center to the classroom, and for developing with each new trainee's future instructor a teaching plan based on the diagnostic workup.

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(13) See Appendix D.

A remedial-education supervisor is assigned to each instructional unit: Language Workshop, Communication Skills Workshop and Skills Station. In addition to his general supervisory functions, he conducts a weekly workshop for instructors in which teaching problems are discussed and resolved; new techniques, teaching materials, and curriculum components are introduced; and the program-development staff gain a better understanding of the program from the instructors' viewpoint. Bi-weekly departmental meetings, chaired by the Department Director, are devoted to issues and policies of interest to all staff members.

Full-time instructor assistants are used in the Language and Communication Skills Workshops where there is a great need for individual tutoring and considerable time must be devoted to reinforcement and drill activities. They are also used at the higher instructional levels at the request of the supervisor. The instructor assistants, who are high-school graduates trained on the job by the supervisory staff, not only perform a useful service for the professional instructor but contribute to the trainees' morale and motivation by serving as role models of people who have been academically upgraded and have "made it."

The Program-Development Specialists

The program-development specialists work primarily in the areas of curriculum development and skills development. The curriculum-development unit consists of a program developer, who is the director of the department, a mathematics consultant, and a social-realities curriculum developer. The development, modification and execution of the remedial-education program design are the responsibility of the program developer, under the supervision of the Director of the Division of Educational Opportunities. The program developer is also responsible for the ongoing development and modification of the core instructional program and the diagnostic process. It is he who forms a communications link between the instructional staff, the diagnostician and the curriculum developers. The instructional levels and teaching strategies are modified by the diagnosed educational needs of the trainees, and these modifications in turn call forth new materials from the curriculum and skills developers.

The mathematics consultant is responsible for the development of a sequential mathematics program and extention of the curriculum and diagnostic battery to meet the changing needs of the trainees. For example, the mathematics skills unit on division (see Appendix L) was developed in response to analysis of the achievements and deficits of the first 67 NYC trainees as revealed in the initial administration of the Mathematics Skills Test.

The social-realities curriculum developer is responsible for developing secondary instructional material in that area.

The skills-development program includes a language-proficiency specialist and a reading diagnostician. The former is responsible for preparing and modifying diagnostic language tests and instructional materials on the basis of his diagnostic findings and class participation in the Work Orientation program and the Language Workshop.

The reading diagnostician is concerned primarily with the administration of the Revised Diagnostic Reading Test and the construction of diagnostic summaries to be forwarded to the research and instructional staff.

APPENDICES

APPENDIX A

ORGANIZATION OF DIAGNOSTIC TESTING PROGRAM

ORGANIZATION OF DIAGNOSTIC TESTING PROGRAM

Tests & Diagnostic Instruments	Combining Skills Assessment & Planning for Instruction	Persons Receiving Diagnostic Data
N.Y.C. Intake Tests: Gates	Reading Achievement (Frustration Level)	Remedial Education Supervisor and Remedial Education Instructor
WRAT	Mathematics Achievement (Frustration Level)	
Language Proficiency Battery Diagnostic Tests	Non-native trainee's Language Profile	Rem. Ed. Supervisor & Instructor
	Non-native trainee's Language Learning Map	Rem. Ed. Instructor & Trainee
Spanish Reading Proficiency Test	Non-native trainee's reading frustration grade level in mother tongue	Remedial Education Supervisor and Remedial Education Instructor
Revised Diagnostic Reading Battery Diagnostic Tests	Trainee's Reading Profile	Rem. Ed. Supervisor & Instructor
	Trainee's Reading Learning Map	Rem. Ed. Instructor & Trainee
Mathematics Skills Battery Diagnostic Tests	Trainee's Mathematics Skills Profile	Rem. Ed. Supervisor & Instructor
	Trainee's Mathematics Skills Learning Map	Rem. Ed. Instructor & Trainee

APPENDIX B

LANGUAGE PROFICIENCY BATTERY

Diagnostic Tests....................................1 - 53

Initial Screening Questions................................1

Expressive Language Test..............................1 - 2

Peabody Picture Vocabulary Test......................2 - 3

Pronunciation Test.......................................4 - 5

English Sentence Structure Test......................6 - 53

Trainee's Language Proficiency Profile.........................54

Trainee's Language Learning Map........................55 - 67

DIAGNOSTIC TESTS

PART I: INITIAL SCREENING QUESTIONS

Instructions: This test determines whether a trainee is a native English speaker, a non-native English speaker, or a complete non-English speaker, i.e., cannot communicate at all in English. Ask the trainee the following questions in a clear voice using a normal conversational style:

1. Hello, what is your name?

2. Were you born in this country?

3. How many years have you lived here?

Evaluation: Determine whether the trainee is a native English speaker, a non-native English speaker, or a complete non-English speaker.

PART II: EXPRESSIVE LANGUAGE TEST

Instruction: The test determines whether a non-native English speaking trainee has a minimal, fair or good ability to express himself in English. Ask the trainee the following direct (1 - 9) and open-ended questions (10 - 14) in a clear voice using a normal conversational style. Encourage the trainee to answer questions with extended answers.

1. Hello, would you sit down? (pause to see if he understands)

2. What is your name?

3. Where do you live?

4. How old are you?

5. Where were you born?

5A. How long have you lived in New York?

6. What school did you go to?

7. Did you finish school? How far did you go?

8. Where did you learn English?

9. Who told you about Mobilization?

10. Why did you come to Mobilization?

11. What did your counselor tell you about the program?

12. What will you do when you finish your training?

13. What did you do yesterday?

Evaluation: 1) If the trainee can not answer direct questions 1 through 6 he is classified as a minimal non-native English speaker.

2) If the trainee can answer the direct questions 1 through 9 and also the open-ended questions 10 through 14 without significant hesitation but without extended comments that could draw the tester into conversation the trainee is classified as a fair non-native English speaker.

3) If a trainee can answer all the direct and open-ended questions (1 through 14) with acceptable sentence structures and also occasionally attempts to draw the tester into conversation the trainee is classified as a good non-native English speaker.

PART III: PEABODY PICTURE VOCABULARY TEST

Instruction: This test determines the level of a trainee's receptive understanding of spoken vocabulary on the most elementary level. State the vocabulary words on the Individual Test Form in order, one at a time, and ask the trainee to choose the corresponding picture from the four pictures on the applicable page of the Peadbody test book of plates.

Evaluation: Using the Individual Test Record for the Part III Peabody Picture Vocabulary Test for the trainee's responses, evaluate as follows:

1) A trainee is classified as having a good receptive language ability if he identifies (understands) all of the first twenty-one vocabulary items and ten of the remaining fifteen items.

2) A trainee is classified as having an adequate receptive language ability if he identifies all of the first eight items and twelve of the remaining twenty-eight items.

3) A trainee must identify the first eight items to be classified as having even a poor receptive language ability.

LANGUAGE PROFICIENCY BATTERY

DIAGNOSTIC TESTS

Individual Test Record for Peadbody Picture Vocabulary Test

Name ______________________ Date ______________________

Item	Resp.	Key Word	Item	Resp.	Key Word
1	____	(2) table	21	____	(2) teacher
2	____	(4) bus	22	____	(3) building
3	____	(3) dog	23	____	(3) accident
4	____	(4) shoe	24	____	(2) ambulance
5	____	(4) finger	25	____	(2) trunk
6	____	(3) boat	26	____	(2) barber
7	____	(2) children	27	____	(3) temperature
8	____	(1) bell	28	____	(4) Cash
9	____	(2) climbing	29	____	(1) balancing
10	____	(1) lamp	30	____	(2) dial
11	____	(3) sitting	31	____	(2) yawning
12	____	(2) jacket	32	____	(1) signal
13	____	(1) pulling	33	____	(3) projector
14	____	(2) ring	34	____	(4) group
15	____	(1) nail	35	____	(1) transportation
16	____	(2) hitting	36	____	(1) counter
17	____	(3) tire	37	____	(2) ceremony
18	____	(3) ladder	38	____	(3) directing
19	____	(1) river	39	____	(2) communication
20	____	(4) ringing	40	____	(3) construction

PART IV: PRONUNCIATION TEST

Instruction: This determines how closely a trainee's pronunciation approximates that of a native speaker. Instruct the trainee that you will say ten words, one at a time, and that you want him to repeat the word just as you said it immediately after you. The diagnostician should immediately evaluate the pronunciation of each item and score it. Although no credit should be allowed for a pronunciation item which the trainee cannot repeat after the first hearing, in order to prevent the trainee from becoming frustrated, if he asks for a test word to be repeated, the diagnostician shall do so.

1. he
2. live
3. dropped
4. very
5. shoe
6. which
7. hat
8. something
9. rum
10. he comes

Evaluation: 1) Using the individual test record for the Part IV Pronunciation Test, score the trainee's responses as follows:

a) he: 1 point for pronounced "h" and 1 point for pronunciation of vowel sound "e"

b) live: 2 points for short "i", no points for long "e"

c) dropped: 2 points for final "d"; only 1 point for "drop"

c) very: 2 points for "v" sound; only 1 point for "bery"

e) shoe: 2 points for soft "sh" sound; only 1 point for hard "ch" sound.

f) which: 2 points for hard "ch" sould; only 1 point for soft "ch"

g) hat: 2 points for short "a"; only 1 point for "hot"

h) something: 1 point for "s" sound and 1 point for "th" in thing.

i) rum: 2 points for "um" sound; only 1 point for "run"

NOTE: No credit is given if trainee cannot repeat pronunciation item after one hearing.

2) A trainee's pronunciation is classified as follows in terms of total points earned:

a) less than ten points - poor
b) ten to eighteen points - satisfactory
c) nineteen points or more - good

Individual Test Record for Part IV - Pronunciation Test

Name____________________ Date__________

	Points Per Item
1. he	____
2. lived	____
3. dropped	____
4. very	____
5. shoe	____
6. which	____
7. hat	____
8. something	____
9. rum	____
10. he comes	____

PART V: ENGLISH SENTENCE STRUCTURE TEST

Instruction: This test determines a trainee's knowledge and mastery of English sentence structure and syntax. The test comes in two sections. It may be administered in two sittings, but do not give the trainee the second section before he has completed the first. There is no time limit. Instruct the trainee to choose the best sentence of each group but if he does not know the answer do not guess.

Evaluation: 1) Use the Summary of Part V English Sentence Structure Test to record the trainee's sentence pattern choices and subsequently to calculate his percentage of correct choices in each of the thriteen principal structural categories. The notation "Correction page 1," etc., at the bottom of each test sheet indicates the order in which the test sheets should be arranged after testing has been completed, in order for them to match the summary sheets.

2) A trainee is classified as having a good mastery of English sentence structure and syntax if he scores 80% or better in each of the principal categories. He has a fair mastery if he scores 60% to 80% in all categories and has a poor mastery if he falls below 60% in correct choices in each of the principal structural categories.

EXAMPLES:

First:
A. What time it is?
B. What time is it?
C. What is it time?

Second:
A. Columbus discover America in 1492.
B. Columbus discovers America in 1492.
C. Columbus discovered America in 1492.

Third:
A. He am.
B. You am.
C. We am.
D. I am.
E. They am.

Fourth:
A. Question: Can you read?
Answer: Yes, I can.

B. Question: Can you read?
Answer: Yes, I am.

C. Question: Can you read?
Answer: Yes, I do.

Fifth:

(Solamente una de las oraciones siguientes significa: 'Es me libro.' Escojala!)

A. It is her book.
B. It is his book.
C. It is our book.
D. It is their book.
E. It is my book.
F. It is your book.

Trainee's name______________________

1. A. I are Puerto Rican.

   B. I is Puerto Rican.

   C. I am Puerto Rican. D32A

2. A. What is on the table? It is a book on the table.

   B. What is on the table? It is a book in the table.

   C. What is on the table? There is a book on the table. E42A

3. A. Bill's brother (el hermano de Bill) goes to school every day.

   B. Bill's brother does go to school every day.

   C. Bill's brother is go to school every day. H64A

4. A. I don't have pencil.

   B. I don't have a pencil. K101A

5. (Cual es el titulo de ese libro?)

   A. What is the title from that book?

   B. What is the title of that book?

   C. What is the title to that book?

   D. What is the title for that book?

   E. What is the title off that book? A1

6. A. I have four pencil.

   B. I have four penciles.

   C. I have four pencils. M121A

7. A. I see Victor. She just arrived (acaba de llegar).

   B. I see Victor. It just arrived.

   C. I see Victor. He just arrived. C27A

8. A. We did play in the snow (nieve).

   B. We played in the snow. I73A

Correction page 1

Trainee's name________________________

9. A. Mary is hot.

B. Mary have hot.

C. Mary has hot. D40B

10. A. I am doing the homework (tarea de escuela).

B. I doing the homework. F46B

11. (Solamente una de las combinaciones siguientes de pronombre y verbo es correcta. Escojala!)

A. He need (necesita) $5.

B. They needs $5.

C. We need $5.

D. You needs $5.

E. I needs $5. G58B

12. A. Why they didn't like the teacher?

B. Why didn't they like the teacher? 181B

13. A. These book is red.

B. This book is red. J91A

14. A. How much presents (regalos) will you give your wife?

B. How many presents will you give your wife (esposa)? K109B

15. (Everest tiene 29,000 pies de altura. Aconcagua tiene 23,000.)

A. Mt. Everest is higher (mas alto) then Mt. Aconcagua.

B. Mt. Everest is higher than Mt. Aconcagua.

C. Mt. Everest is higher that Mt. Aconcagua.

D. Mt. Everest is higher of Mt. Aconcagua. L116A

16. A. My parents (padres) never come home on time.

B. My parents are never (nunca) coming home on time. H72C

Correction page 18

Trainee's name______________________

17. A. I am young (joven).

B. I is young.

C. I are young. **D32B**

18. (Tienes una alfombra sobre el piso?)

A. Do you have a rug in your floor?

B. Do you have a rug at your floor?

C. Do you have a rug on your floor?

D. Do you have a rug near your floor? **A2**

19. A. What is in the refrigerator (nevera)? There is some Chicken in the refrigerator.

B. What is in the refrigerator? It is some chicken (pollo) in the refrigerator. **E42B**

20. A. He walks to work every day.

B. He does walk to work every day.

C. He is walk to work every day. **H64B**

21. A. He is an actor.

B. He is actor. **K101B**

22. (Puse un cuadro de mi mama en la pared.)

A. I put a picture of Mother on the wall.

B. I put a picture of Mother at the wall.

C. I put a picture of Mother in the wall.

D. I put a picture of Mother near the wall. **A3**

23. A. The first floor (primero piso) is over the basement.

B. The first floor is under the basement (sotano). **A3xA**

24. A. I kissed my girlfriend (besé a mi novia).

B. I did kiss my girlfriend. **173B**

Correction page 2

Trainee's name____________________

25. A. Am I right (Estoy en lo correcto?)?

B. Am my right?

C. I my right? **D41A**

26. A. We listening to the radio.

B. We are listening to the radio. **F46C**

27. (Solamente una de las combinaciones siguientes de pronombre y verbo es correcto. Escojala!)

A. I has a book.

B. You has a book.

C. She has a book.

D. We has a book.

E. They has a book. **G59A**

28. A. Why you didn't help (ayudaste) your mother?

B. Why didn't you help your mother? **181C**

29. A. This dog (perro) is big.

B. These dog is big. **J91B**

30. A. How much teeth (dientes) had the baby?

B. How many teeth had (tuvo) the baby? **K109C**

31. (El Nilo tiene 4,157 millas de largo. El Amazon tiene 3,912.)

A. The Nile is longer of the Amazon.

B. The Nile is longer that the Amazon.

C. The Nile is longer than the Amazon.

D. The Nile is longer then the Amazon. **L116B**

32. A. China and Russia are Communist countrys (paises).

B. China and Russia are Communist countries.

C. China and Russia are Communist country. **M124B**

Correction page 19

Trainee's name____________________

33. A. My father does play (toca) the piano well.

B. My father plays the piano well.

C. My father is play the piano well. H64C

34. A. You is big.

B. You am big.

C. You are big. D33A

35. A. Do she going home?

B. Does she going home?

C. Is she going home? F53A

36. A. Don't come (no vengas) to class without pencil.

B. Don't come to class without (sin) a pencil. K101C

37. A. We did visit friends in Cuba.

B. We visited friends in Cuba. 173C

38. A. They no liked Castro.

B. They not liked Castro.

C. They did not like Castro. 174A

39. A. I have to buy (tengo que comprar) some books.

B. I have to buy a books. K102A

40. A. I have two horse (caballos).

B. I have two horses. M121B

41. A. The house is under the roof (techo).

B. The house (casa) is over the roof. A3xB

42. A. I no have time to read the book.

B. I not have time to read the book.

C. I do not have time to read the book. H65A

Correction page 3

Trainee's name____________________

43. A. Am I wrong (Estoy equivocado?)?

B. I my wrong?

C. Am my wrong? **D41B**

44. A. He is take off(esta quitandose) his sweater.

B. He is takes off his sweater.

C. He is taking off his sweater. **F47A**

45. (Solamente una de las combinaciones siguientes de pronombre y verbo es correcta. Escojala!)

A. I comes from Caguas.

B. They comes from Caguas.

C. We comes from Caguas.

D. You comes from Caguas.

E. It comes from Caguas. **G59B**

46. A. What did they learn in school? They are learning to multiply.

B. What did they learn in school? They learned to multiply.

C. What did they learn in school? They learn to multiply. **I82A**

47. A. This windows are open.

B. These windows are open. **J91C**

48. A. How many coffee will you drink?

B. How much coffee will you drink? **K110A**

49 (Gil ira al cine con su hermana.)

A. Gil will go to the movies without his sister.

B. Gil will go to the movies next to his sister.

C. Gil will go to the movies with his sister.

D. Gil will go to the movies for his sister.

E. Gil will go to the movies near his sister. **A9**

Correction page 20

Trainee's name____________________

50. A. You are tall (alto).

B. You am tall.

C. You is tall. D33B

51. A. Does he playing (tocando)the piano?

B. Do he playing the piano?

C. Is he playing the piano? F53B

52. A. The Haitian people do not like the Dominicans.

B. The Haitian people not like the Dominicans.

C. The Haitian people no like the Dominicans. H65B

53. A. I need a gloves (necesito guantes).

B. I need gloves. K102B

54. A. The dot (punto) is over the 'i.'.

B. The dot is under the 'i'. A3xC

55. A. How is he eating his egg? With a spoon (con cuchara).

B. Who is he eating his egg? With a spoon.

C. When is he eating his egg? With a spoon.

D. What is he eating his egg? With a spoon.

E. Why is he eating his egg? With a spoon.

F. Where is he eating his egg? With a spoon. B19

56. A. I need two boxs for my pencils.

B. I need two box for my penciles.

C. I need two boxes for my pencils. M122A

57. A. I see Alberto. He's still here (todavia esta).

B. I see Alberto. It's still here.

C. I see Alberto. She's still here. C27B

Correction page 4

Trainee's name____________________

58. A. He is puts on the blue tie (Esta poniendose la corbata azul).

B. He is putting on the blue tie.

C. He is put on the blue tie. F47B

59. A. These doors are closed (cerradas).

B. This doors are closed. J91D

60. A. How much water will the plant need (necesitara la planta)?

B. How many water will the plant need? K110B

61. A. Today is hoter than yesterday.

B. Today is hotter than yesterday. L117A

62. (Favor de no entrar en este cuarto!)

A. Please don't come into this room!

B. Please don't come in this room!

C. Please don't come onto this room!

D. Please don't come through this room!

E. Please don't come out of this room! A10

63. A. What did he pay to see the movie (pelicula)? He pays $1.00.

B. What did he pay to see the movie? He is paying $1.00.

C. What did he pay to see the movie? He paid $1.00.

D. What did he pay to see the movie? He was paying $1.00. 182B

64. A. Did you see the doctor? Yes, I was.

B. Did you see the doctor? Yes, I do.

C. Did you see the doctor? Yes,I am.

D. Did you see the doctor? Yes, I did.

E. Did you see the doctor? Yes, I were. 183A

Correction page 21

Trainee's name____________________

65. A. He am fat (gordo).

B. He is fat.

C. He are fat. D34A

66. A. We are not go to work Sundays (los domingos).

B. We do not go to work Sundays. H66A

67. A. The movie (pelicula) was sad (triste), but I did not cry.

B. The movie was sad, but I not cried (no llore).

C. The movie was sad, but I no cried. I74B

68. A. I will use the eggs (huevos) for the cake.

B. I will use an eggs for the cake (para el pastel).

C. I will use a eggs for the cake. K102C

69. A. I want the butter.

B. I want a butter. K103A

70. (Esta volando desde New York hasta Chicago.)

A. He is flying from New York to Chicago.

B. He is flying into New York out of Chicago.

C. He is flying for New York from Chicago.

D. He is flying after New York before Chicago.

E. He is flying since New York to Chicago. A4

71. A. Whose are they? They are Luz and Maria Rodriguez.

B. What are they? They are Luz and Maria Rodriguez.

C. Why are they? They are Luz and Maria Rodriguez.

D. Who are they? They are Luz and Maria Rodriguez.

E. How are they? They are Luz and Maria Rodriguez.

F. Where are they? They are Luz and Maria Rodriguez. B20

Correction page 5

Trainee's name______________________

72. A. He not is coming.

B. He no is coming.

C. He is not coming. **F48A**

73. A. Did he lose the book? Yes, he did.

B. Did he lose the book? Yes, he has.

C. Did he lose the book? Yes, he was.

D. Did he lose the book? Yes, he is.

E. Did he lose the book? Yes, he were. **183B**

74. A. Take (toma) that letter from my hand.

B. Take this letter (carta) from my hand. **J92A**

75. A. Bring (traeme) me that letter you have in your hand.

B. Bring me this letter you have in your hand. **J92B**

76. A. Take these letters from my hand.

B. Take those letters from my hand. **J92C**

77. A. Bring me these letters you have in your hand.

B. Bring me those letters you have in your hand. **J92D**

78. A. How many sugar will you buy (compraras)?

B. How much sugar will you buy? **K110C**

79. A. Give him a little dollars.

B. Give him a few dollars. **K111A**

80. A. Tennis is a game (juego) for two man.

B. Tennis is a game for two mans.

C. Tennis is a game for two mens.

D. Tennis is a game for two men. **M125A**

Correction page 22

Trainee's name________________________

81. A. She are thin (delgada).

B. She am thin.

C. She is thin. D34B

82. A. Maria does not play the violin.

B. Maria is not play the violin. H66B

83. A. He was not see Angelina.

B. He were not see Angelina.

C. He did not see Angelina. 175A

84. A. Bring me (traeme) the pencil red.

B. Bring me the red pencil. J89A

85. A. Give me some salt (sal).

B. Give me a salt. K103B

86. (La llave estara en la caja.)

A. The key will be in of the box.

B. The key will be on of the box.

C. The key will be under the box.

D. The key will be into the box.

E. The key will be in the box. A5

87. A. How will he come home (regresara)? Next week.

B. Who will he come home? Next week (la semana que viene).

C. When will he come home? Next week.

D. Why will he come home? Next week.

E. Where will he come home? Next week.

F. What will he come home? Next week B21

Correction page 6

Trainee's name________________________

88. A. They are not going.

B. They no are going.

C. They not are going. F48B

89. A. Mama and I like New York.

B. Mama and I likes New York. G60A

90. A. She washed the shirts (camisas) yesterday.

B. She is washing the shirts yesterday.

C. She washes the shirts yesterday.

D. She will wash the shirts yesterday. I84A

91. A. Question (pregunta): Is this the house where Bill lives (donde vive Bill)?
Answer (respuesta): Yes, it is he's house.

B. Question: Is this the house (casa) where Bill lives?
Answer: Yes, it is his house.

C. Question: Is this the house where Bill lives?
Answer: Yes, it is the house of him.

D. Question: Is this the house where Bill lives?
Answer: Yes, it is the house of he. J93A

92. (Bill pesa solamente 90 libras. Jack pesa 150.)

A. Bill is thiner (mas delgado) than Jack.

B. Bill is thinner than Jack. L117B

93. (Pon la cerveza alla arriba.)

A. Put the beer up there.

B. Put the beer down there.

C. Put the beer onto there.

D. Put the beer into there.

E. Put the beer under there. A11

Correction page 23

Trainee's name________________________

94. A. It is red.

B. It are red.

C. It am red. D34C

95. A. Jose does not like dogs.

B. Jose is not like dogs. H66C

96. A. Maria was not find (no encontro) Eriberto.

B. Maria did not find Eriberto.

C. Maria were not find Eriberto. 175B

97. A. I need flour (harina) and sugar (azucar) for this cake.

B. I need a flour and a sugar for this cake (pastel). K103C

98. A. He want any eggs (huevos).

B. He wants any eggs

C. He wants some eggs. K104A

99. (El domingo que viene, mi familia comera en la mesa de la cocina.)

A. This Sunday my family will eat at the kitchen table.

B. This Sunday my family will eat by the kitchen table.

C. This Sunday my family will eat on the kitchen table.

D. This Sunday my family will eat in the kitchen table.

C. This Sunday my family will eat near the kitchen table. A6

100. A. How was (fue) your maiden name (apellido de soltera)?

B. Who was your maiden name?

C. What was your maiden name?

D. Where was your maiden name?

E. Why was your maiden name?

F. Whose was your maiden name? B22

Correction page 7

Trainee's name____________________________

101. A. I do not working.

B. I am not working.

C. I does not working. F49A

102. A. Jose and I has black suits (trajes).

B. Jose and I have black suits. G60B

103. A. I am smoking a pack of cigarettes last night.

B. I smoke a pack of cigarettes last night.

C. I smoked a pack of cigarettes last night.

D. I will smoke a pack of cigarettes last night. I84B

104. A. Question (pregunta): Is this the house where Maria lives?
Answer (respuesta): Yes, it is the house of her.

B. Question: Is this the house where Maria lives (donde vive Maria)?
Answer: Yes, it is the house of she.

C. Question: Is this the house where Maria lives?
Answer: Yes, it is her house.

D. Question: Is this the house where Maria lives?
Answer: Yes, it is she's house. J93B

105. A. Have you a few dollars to lend me (para prestarme)?

B. Has you a little dollars to lend me?

C. Have you a little dollars to lend me? K11B

106. (Roberto, el gordo, pesa 210. Rafael pesa 190.)

A. Roberto is fatter than Rafael.

B. Roberto is fater than Rafael. L117C

107. (Juan tiene 6 pies de estatura. Pedro tiene 5. Gil tiene 4.)

A. Juan is the tallerst.

B. Juan is the tallest.

C. Juan is tallerst. L118A

Correction page 24

Trainee's name_________________________

108. A. They is Cuban.

B. They are Cuban.

C. They am Cuban. D35A

109. A. Is Bill is smoking (fumando) Camels?

B. Is Bill smoking Camels? F54A

110. A. It doesn't rain enough (no llueve bastante) in Arizona.

B. It doesn't raining enough in Arizona.

C. It doesn't rains enough in Arizona. H67A

111. A. My mother needs any beans (habichuelas) for the soup.

B. My mother needs some beans for the soup (sopa).

C. My mother need any beans for the soup. K104B

112. (Voy a Brooklyn por guagua.)

A. I go to Brooklyn on bus.

B. I go to Brooklyn by bus.

C. I go to Brooklyn with bus.

D. I go to Brooklyn in bus.

E. I go to Brooklyn into bus. A7

113. A. Puerto Rico has many beautiful beaches (playas).

B. Puerto Rico has many beautiful beach.

C. Puerto Rico has many beautiful beachs. M122B

114. A. My sister didn't likes the teacher.

B. My sister didn't liking the teacher.

C. My sister didn't liked the teacher.

D. My sister didn't like the teacher. 176A

Correction page 8

Trainee's name______________________

115. A. I am not talking.

B. I do not talking.

C. I does not talking. F49B

116. A. Question (pregunta): Is Juan playing outside (afuera)?

B. Question: Juan is playing (jugando) outside? F50A

117. A. Pedro and I want more money.

B. Pedro and I wants more money. G60C

118. A. He is finishing the job (tarea) an hour ago.

B. He finished the job an hour ago.

C. He will finish the job an hour ago.

D. He finishes the job an hour ago. I84C

119. (Solamente una de las oraciones siguientes significa: 'Ese es el perro de el.' Escojala!)

A. That's her dog.

B. That's his dog.

C. That's our dog.

D. That's their dog.

E. That's my dog.

F. That's your dog. J95

120. A. I'll see you in a few weeks (semanas).

B. I'll see you (voy a verte) in a little weeks. K111C

121. (Maria tiene 20 anos. Juanita tiene 18. Olga tiene 17.)

A. Maria is olderst.

B. Maria is the oldest.

C. Maria is the olderst. L118B

Correction page 25

Trainee's name___________________________

122. A. They am Dominican.

B. They is Dominican.

C. They are Dominican. D35B

123. A. It doesn't ever (jamas) snows in Arizona.

B. It doesn't ever snow in Arizona.

C. It doesn't ever snowing in Arizona. H67B

124. A. Is Alba dressing (vistiendose)?

B. Is Alba is dressing? F54B

125. A. We need (necesitamos) some milk.

B. We need any milk (leche). K105A

126. (Este es un regalo para Juan.)

A. This is a present from Juan.

B. This is a present of Juan.

C. This is a present by Juan.

D. This is a present for Juan.

E. This is a present off Juan. A8

127. A. All the knifes (cuchillos) were dirty.

B. All the knife were dirty (sucios).

C. All the knives were dirty. M1234

128. A. The doctor didn't helps the child.

B. The doctor didn't help the child.

C. The doctor didn't helping the child.

D. The doctor didn't helped the child. 176B

129. A. He dids not like American food.

B. He did not like American food. 177A

Correction page 9

Trainee's name______________________

130. A. Question (pregunta): My mother is working?

B. Question: Is my mother working? F50B

131. A. You and Rogelio demand (exigen) too much attention.

B. You and Rogelio demands too much (demasiada) attention. G61A

132. A. He goed to Santo Domingo in 1964.

B. He went to Santo Domingo in 1964.

133. (Solamente una de las oraciones siguientes significia: 'Ese es el perro de ella.' Escojala!)

A. That's her dog.

B. That's his dog.

C. That's our dog.

D. That's their dog.

E. That's my dog. J96

134. (Victor tiene 14 anos. Carmelo tiene 16. Luis tiene 19.)

A. Victor is youngerst (el mas joven).

B. Victor is the youngerst.

C. Victor is the youngest. L118C

135. (Ve afuera y quedate afuera.)

A. Go in and stay in!

B. Go to and stay to!

C. Go out and stay out!

D. Go over and stay over! A12

136. A. The teacher will have (tendra) 20 childrens in his class.

B. The teacher will have 20 childs in his class.

C. The teacher will have 20 children in his class.

D. The teacher will have 20 child in his class. M125B

correction page 26

Trainee's name____________________________

137. A. She no is a pretty girl (muchacha linda).

B. She is no a pretty girl.

C. She is not a pretty girl. **D36A**

138. A. Is there a man outside (afuera)? Yes, it is.

B. Is there a man outside? Yes, he is.

C. Is there a man outside? Yes, there is. **E43A**

139. A. Is Juanita is dancing (bailando)?

B. Is Janita dancing? **F54C**

140. A. Question (pregunta): You studies every night?

B. Question: You study every night?

C. Question: Do you study every night? **H68A**

141. A. It dids not rain (no llovio).

B. It did no rain. **177B**

142. A. I will buy (comprare) any coffee soon.

B. I will buy some coffee soon (pronto). **K105B**

143. (Juan tiene 6 pies de estatura. Pedro tiene 5.)

A. Juan is taller than Pedro.

B. Jan is talles than Pedro.

C. Juan is tallest than Pedro. **L114A**

144. (Vamos a caminar atraves del tunel.)

A. We will walk under the tunnel.

B. We will walk by the tunnel.

C. We will walk through the tunnel.

D. We will walk in the tunnel.

E. We will walk inside the tunnel. **A8x**

Correction page 10

Trainee's name________________________

145. A. Question (pregunta): Am I adding the numbers correctly?

B. Question: I am adding (sumando) the numbers correctly? F50C

146. A. You and Juan needs (necesitan) a haircut.

B. You and Juan need a haircut (un corto de pelo). G61B

147. A. She wrote her mother a letter yesterday.

B. She writed her mother a letter yesterday. I85B

148. (Solamente una de las oraciones siguientes significa 'Ese es nuestro perro.' Escojala!)

A. That's her dog.

B. That's his dog.

C. that's our dog.

D. That's their dog.

E. That's my dog.

F. That's your dog. J97

149. A. The child will need (necesitará) a little more love.

B. The child will need a few more love. K112A

150. A. I live at New York City.

B. I live in New York City.

C. I live on New York City. A13

151. A. Not all women are beau (lindas).

B. Not all woman are beautiful.

C. Not all womans are beautiful.

D. Not all womens are beautiful. M125C

152. A. I see Maria. It is in the kitchen (cocina).

B. I see Maria. He is in the kitchen

C. I see Maria. She is in the kitchen. C28B

Correction page 27

Trainee's name______________________

153. A. She did not visit the museum (museo).

B. She dids not vist the museum. 177C

154. A. The pencil is not red.

B. The pencil no is red.

C. The pencil is no red. D36B

155. A. Is there beer (cerveza) in the refrigerator? No, it is not

B. Is there beer in the refrigerator (nevera)? No, it not.

C. Is there beer in the refrigerator? No, there is not. E43B

156. A. What is he doing? He eats lunch (almuerzo).

B. What is he doing? He eat lunch.

C. What is he doing? He is eating lunch.

D. What is he doing? He does eat lunch. F55A

157. A. Question (pregunta): He returns (regresa) to Puerto Rico every year?

B. Question: Does he return to Puerto Rico every year?

C. Question: He return to Puerto Rico every year? H68B

158. A. Question (pregunta): You played cards last night?

B. Question: Did you play cards last night? I78A

159. A. Pour me (echame) any tea.

B. Pour me some tea (te). K105C

160. A. He won't buy you (no te comprará) some presents.

B. He won't buy you any presents (regalos). K106A

161. A. The leaves (ojas) fall from the trees in the autumn.

B. The leafs fall from the trees in the autumn (otono).

C. The leaf fall from the trees in the autumn. M123B

Correction page 11

Trainee's name______________________

162. A. Question (pregunta): At what time is she coming?

B. Question: At what time she is coming? F51A

163. A. Mr. Ramos and you come from Rio Piedras.

B. Mr. Ramos and you comes from Rio Piedras. G61C

164. A. Mr. Irizarry selled (vendio) his house in 1965.

B. Mr. Irizarry sold his house in 1965. I85C

165. (Solamente una de las oraciones siguientes significa: 'Ese es el perro de ellos.' Escojala!)

A. That's her dog.

B. That's his dog.

C. That's their dog.

D. That's my dog.

F. That's your dog. J98

166. A. Yes, I'll take a little cheese (queso).

B. Yes, I'll take a few cheese. K112B

167. (Jose pesa 180. Guillermo pesa 140. Angel pesa 130.)

A. Jose is the more big.

B. Jose is the biggest.

C. Jose is the most big. L119A

168. A. I live at Second Avenue.

B. I live in Second Avenue.

C. I live on Second Avenue. A14

169. A. I see Marta. She is outside (afuera).

B. I see Marta. He is outside.

C. I see Marta. It is outside. C28C

Correction page 28

Trainee's name______________________

153. A. She did not visit the museum (museo).

B. She dids not vist the museum. 177C

154. A. The pencil is not red.

B. The pencil no is red.

C. The pencil is no red. D36B

155. A. Is there beer (cerveza) in the refrigerator? No, it is not

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156. A. What is he doing? He eats lunch (almuerzo).

B. What is he doing? He eat lunch.

C. What is he doing? He is eating lunch.

D. What is he doing? He does eat lunch. F55A

157. A. Question (pregunta): He returns (regresa) to Puerto Rico
every year?

B. Question: Does he return to Puerto Rico every year?

C. Question: He return to Puerto Rico every year? H68B

158. A. Question (pregunta): You played cards last night?

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159. A. Pour me (echame) any tea.

B. Pour me some tea (te). K105C

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161. A. The leaves (ojas) fall from the trees in the autumn.

B. The leafs fall from the trees in the autumn (otono).

C. The leaf fall from the trees in the autumn. M123B

Correction page 11

Trainee's name_________________________

170. A. Is the rose red? No, the rose is white. D37A

B. Is the rose red? Not, the rose is white.

171. A. Their is a basket (canasta) on the floor.

B. They're is a basket on the floor (piso).

C. There is a basket on the floor. E44A

172. A. What are they doing? They are washing the car.

B. What are they doing? They washes the car.

D. What are they doing? They do wash the car F55B

173. A. Question (pregunta): Why Bill always uses a pencil instead of a pen?

B. Question: Why Bill always use a pencil instead of (en vez de) a pen?

C. Question: Why does Bill always use a pencil instead of a pen? H69A

174. A. Question: They watched the fights (pelea) on television yesterday?

B. Question: Did they watch the fight on television yesterday?

C. Question They watch the fight on television yesterday? 178B

175. A. They don't need (no necesitan) any cups.

B. They don't need some cups (tazas). D106B

176. (Maria tiene 20 anos. Juanita tiene 18.)

A. Maria is oldes than Juanita.

B. Maria is oldest that Juanita.

C. Maria is older that Juanita L114B

177. A. New York and Chicago are big citys (ciudades).

B. New York and Chicago are big city.

C. New York and Chicago are big cities. M124A

Correction page 12

Trainee's name____________________

178. A. Question (pregunta): What color you are painting the chair?

B. Question: What color are you painting the chair? F51B

179. A. The father and the son have brown hair (pelo castano).

B. The father and the son has brown hair. G62A

180. A. He cames to work late yesterday morning.

B. He came to work late yesterday morning. 186A

181. A. Enrique has a sister. She is her sister. (Ella es la hermana de el.)

B. Enrique has a sister. She is his sister. (Ella es la hermana de el.) J99A

182. A. May I have a few marmalade (mermelada)?

B. May I have a little marmalade? K112C

183. A. All doctors say "Give babies much milk."

B. All doctors say, "Give babies a lot of milk." K113A

184. (El edificio Empire State tiene 102 pisos. El Chrysler tiene 77. El Pan American tiene 59.)

A. The Empire State is the highest (el mas alto).

B. The Empire State is the more high.

C. The Empire State is the most high. L119B

185. A. I live in 214 E. 2nd Street.

B. I live at 214 E. 2nd Street.

C. I live on 214 E. 2nd Street. A15

186 A. I am reading a book. It is interesting.

B. I am reading a book. She is interesting.

C. I am reading a book. He is interesting. C29A

Correction page 29

Trainee's name________________________

187. A. Is Martinelli Spanish? Not, Martinelli is Italian.

B. Is Martinelli Spanish? No, Martinelli is Italian. D37B

188. A. They're are stains (manchas) on the floor.

B. There are stains on the floor (piso).

C. Their are stains on the floor B44B

189. A. Are you working (trabajando) hard? Yes, I do.

B. Are you working hard? Yes, I am.

C. Are you working hard? Yes, I does. F56A

190. A. Question (pregunta): At what time does your father eat breakfast?

B. Question: At what time your father eat breakfast (desayuno)?

C. Question: At what time your father eats breakfast? H69B

191. A. Question: When he arrived (llegó)?

B. Question: When arrived he?

C. Question: When did he arrive? I79A

192. A. Give me the pen black.

B. Give me the black pen. J89B

193. A. She won't ask for (no pedira) any favors.

B. She won't ask for some favors. K106C

194. (Jose pesa 180 libras; Guillermo pesa 140.)

A. Jose is more bigger than Guillermo.

B. Jose is more big than Guillermo.

C. Jose is bigger than Guillermo. L115A

Correction page 13

Trainee's name________________________

195. A. Give me my pen. She is there (alli).

B. Give me my pen. He is there.

C. Give me my pen. It is there. C29B

196. A. Question (pregunta): How are you cooking the chicken (pollo)?

B. Question: How you are cooking (cocinando) the chicken? F51C

197. A. The girls all likes the Beatles.

B. The girls all like the Beatles.

198. A. He ates (comio) lunch early (temprano) yesterday.

B. He ate lunch (almuerzo) early yesterday. 186B

199. A. Miguel has a girlfriend. She is her girlfriend. (Ella es la novia de el.)

B. Miguel has a girlfriend. She is his girlfriend. (Ella es la novia de el.) J29B

200. A. I will see you in April.

B. I will see you on April.

C. I will see you at April. A16

201. A. How is San Juan? In Puerto Rico.

B. Who is San Juan? In Puerto Rico.

C. What is San Juan? In Puerto Rico.

D. Which is San Juan? In Puerto Rico

E. Where is San Juan? In Puerto Rico.

F. When is San Juan? In Puerto Rico. B23

202. A. The Empire State is tallest (mas alto) building in the world.

B. The Empire State is the tallest building in the world. L120A

203. A. He is snowing (nevando).

B. It is snowing.

C. She is snowing. C30A

Correction page 30

Trainee's name________________________

204. A. Is Mrs. Cruz old (vieja)? Not, Mrs. Cruz is young.

B. Is Mrs. Cruz old? No, Mrs. Cruz is young (joven). D37C

205. A. They are five people (personas) in the room.

B. There are five people in the room.

C. They are five peoples in the room. B45A

206. A. Is she smoking (fumando)? Yes, she is.

B. Is she smoking? Yes, she do.

C. Is she smoking? Yes, she does. F56B

207. A. At what time landed (aterrizo) the plane?

B. At what time the plane (avion) landed?

C. At what time did the plane land? I79B

208. A. Show me the brown suit (traje).

B. Show me the suit brown. J89C

209. A. That little boy doesn't want no toys (juguetes).

B. That little boy doesn't want any toys. K107A

210. (El edificio Empire State tiene 102 pisos. El Chrysler tiene 77.)

A. The Empire State building is more high (alto) than the Chrysler Building.

than
B. The Empire State building is higher/the Chrysler Building.

C. The Empire State Building is more higher than the Chrysler Building. L115B

211. A. What does he do after work? He is coming home.

B. What does he do after work? He is come home.

C. What does he do after work? He comes home. H70A

212. A. I see Ramon. It is outside (afuera).

B. I see Ramon. She is outside.

C. I see Ramon. He is outside. C27C

Correction page 14

Trainee's name____________________

213. A. Question (pregunta): Why is your mother working?

B. Question: Why is working your mother?

C. Question: Why your mother is working? F52A

214. A. I will see you on Monday.

B. I will see you in Monday.

C. I will see you the Monday.

D. I will see you at Monday. A17

215. A. Juan, and Miguel, and Ramon need new books.

B. Juan, and Miguel, and Ramon needs new books. G62C

216. A. She wore (llevó puesto) a veil when she was married.

B. She wores a veil (velo) when she was married. 186C

217 A. Catalina has a brother. He is her brother. (El es el hermano de ella.)

B. Catalina has a brother. He is his brother. (El es el ella.) J99C

218. A. I'm very thirsty. (Tengo mucha sed.) Give me much water.

B. I'm very thirsty. Give me a lot of water. K113B

219. A. Elizabeth Taylor is the prettiest (mas linda) woman in the world.

B. Elizabeth Taylor is prettiest woman in the world. L120B

220. A. I will see you in one o'clock.

B. I will see you at one o'clock.

C. I will see you on one o'clock. A18

221. A. She is cloudy (nublado) today.

B. He is cloudy today.

C. It is cloudy today. C30B

Correction page 31

Trainee's name______________________________

222. A. Is President Johnson tall (alto)? Yes, he's.

B. Is President Johnson tall? Yes, he it's.

C. Is President Johnson tall? Yes, he is.

D. Is President Johnson tall? Yes, he it is.

E. Is President Johnson tall? Yes, it is. D38

223. A. They are 160 book in the library (biblioteca).

B. There are 160 books in the library.

C. They are 160 books in the library. E45B

224. A. He read a letter (una carta) now.

B. He reads a letter now.

C. He is reading a letter now. F57A

225. A. Who did answer (contestó) the question?

B. Who answered the question (pregunta)? I80A

226. A. Show me the books reds.

B. Show me the red books

C. Show me the reds books. J90A

227. A. I didn't learn no new English words today.

B. I didn't learn any new English words today. K107B

228. A. What do they do Sundays (los domigos)? They go to church.

B. What do they do Sundays? They are go to church (iglesia).

C. What do they do Sundays? They are going to church.

229. A. Question: (pregunta): "Do you write your mama?"
Answer: (respuesta): "Yes, I'm."

B. Question: "Do you write your mama?"
Answer: "Yes, I am."

C. Question: "Do you write your mama?"
Answer: "Yes. I do." H71A

Correction page 15

Trainee's name____________________

230. A. When is coming the bus (guagua)?

B. When the bus is coming?

C. When is the bus coming? F52B

231. A. That old man come from Mayaguez.

B. That old man comes from Mayaguez. G63A

232. A. He was home (en casa).

B. You was home.

C. They was home.

D. We was home. I87A

233. A. Maria has a boyfriend. He is her boyfriend. (El es el novio de ella.)

B. Maria has a boyfriend. He is his boyfriend. (El es el novio de ella.) J99D

234. A. Who is it hot? Because the sun is shining. (Porque brilla el sol.)

B. Where is it hot? Because the sun is shining.

C. When is it hot? Because the sun is shining.

D. How is it hot? Because the sun is shining.

E. Why is it hot? Because the sun is shining.

F. Which is it hot? Because the sun is shining. B24

235. A. Is no a nice day. (No hace buen tiempo.)

B. No is a nice day.

C. It is not a nice day.

D. Not is a nice day.

E. Is not a nice day. C31

236. A. Eleven o'clock comes after noon (mediodia).

B. Eleven o'clock comes before noon. A18xA

237. A. Have you seen (has visto) Milagros and Teresa? Yes, the are here.

B. Have you seen Milagros and Teresa? Yes, they are here C31xA

Correction page 32

Trainee's name________________________

238. A. Is Bobby Kennedy tall? No, he not.

B. Is Bobby Kennedy tall? No, he no is.

C. Is Bobby Kennedy tall? No, he it not.

D. Is Bobby Kennedy tall? No, he is not.

E. Is Bobby Kennedy tall? No, no it is.

F. Is Bobby Kennedy tall? No, he is no. D39

239. A. Maria is not drinking the Coca-Cola now.

B. Maria do not drink the Coca-Cola now.

C. Maria does not drink the Coca-Cola now. F57B

240. A. Question (pregunta): "Does Joe like to play baseball?"
Answer (respuesta): "Yes, he does."

B. Question: "Does Joe like to play baseball?"
Answer: "Yes, he is."

C. Question: "Does Joe like to play baseball?"
Answer: "Yes, he's." H71B

241. A. He is usually eating dinner (cena) late.

B. He usually eats dinner late (tarde). H72A

242. A. Who brushed (cepillo) the cat?

B. Who did brush the cat (gato)? I80B

243. A. The buildings (edificios) are bigs.

B. The buildings are big. J90B

244. A. I don't have no friends (amigos) in New York.

B. I don't have any friends in New York. K107C

245. A. Don't give me (no me des) any butter.

B. Don't give me no butters.

C. Don't give me any butters. K108A

Correction pag 16

Trainee's name________________

246. A. This meat (carne) come from the supermarket (mercado).

B. This meat come from the supermarket. G63B

247. A. You was outside (afuera).

B. We was outside.

C. It was outside. 187B

248. A. I was sick (enfermo).

B. You was sick.

C. They was sick. 187C

249. A. This is my brush of hair (pelo).

B. This is my hair brush (cepillo).

C. This is my brush for hair. J100A

250. A. Give him a lot of bacon (tocino).

B. Give him much bacon. K113C

251. A. Which do you prefer, Camels or Luckies? I prefer Camels.

B. Who do you prefer, Camels or Luckies? I prefer Camels.

C. Why do you prefer, Camels or Luckies? I prefer Camels.

D. How do you prefer, Camels or Luckies? I prefer Camels.

E. Whose do you prefer, Camels or Luckies? I prefer camels. B25

252. A. July comes before June.

B. July comes after June. A18xB

253. A. Please give me (dame) they flowers.

B. Please give me the flowers (flores). C31XB

Correction page 33

Trainee's name_______________________

254. A. I have 18 years old.

B. I am 18 years old. D40A

255. A. The teacher correcting (corregiendo) Juan's paper.

B. The teacher is correcting Juan's paper. F46A

256. (Solamente una de las combinaciones siguientes de pronombre y verbo es correcta. Escojala.)

A. They want candy (caramelos).

B. He want candy.

C. We wants candy.

D. I wants candy. G58A

257. A. My mother and I watch TV every night.

B. My mother and I are watching TV every night. H72B

258. A. Who did burn (quemó) the garbage?

B. Who burned the garbage (basura)? 180C

259. A. Why he didn't eat lunch (almuerzo)?

B. Why didn't he eat lunch? 181A

260. A. The sheets (sabanas) are white.

B. The sheets are whites. J90C

261. A. I don't want the milk.

B. I don't want any milks.

C. I don't want no milks. K108B

262. A. How many eggs will you have (tomarás)?

B. How much eggs (huevos) will you have? K109A

263. A. I see Ana. She's at the door.

B. I see Ana. He's at the door. C28A

Correction page 17

Trainee's name___________________

264. A. This country (pais) want peace.

B. This country wants peace (paz). G63C

265. A. Were you angry (enojado)?

B. Were he angry?

C. Were I angry? 188A

266. A. He were not guilty (culpable).

B. I were not guilty.

C. We were not guilty. 188B

267. A. She were not young (joven).

B. They were not young. 188C

268. A. This is my baseball bat.

B. This is my bat of baseball.

C. This is my bat for baseball. J100B

269. A. Cassius Clay is best boxer (boxeador) the world.

B. Cassius Clay is the best boxer in the world. L120C

270. A. How pencil is this? It is her pencil.

B. Whose pencil is this? It is her pencil.

C. Who pencil is this? It is her pencil.

D. When pencil is this? It is her pencil.

E. Where pencil is this? It is her pencil.

F. Why pencil is this? It is her pencil. B26

271. A. Monday comes before Tuesday.

B. Monday comes after Tuesday. A18xC

272. A. The new jets (aviones de reaccion) will fly 2,000 miles an hour.

B. They new jets will fly 2,000 miles an hour (por hora). C31xC

Correction page 34

SUMMARY OF ENGLISH SENTENCE STRUCTURE TEST (Part V)

Item Description	Pattern Sentence	Item	A	B	C	D	#S	#TSC	%TSC
A. FUNCTION WORDS: PREPOSITIONS	Name:						25		
Familiarity with the 15 Commonest Prepositions							16		
of	What is the title of (from/to/for/off) that book?	1							
on (horizontal surface)	Do you have a rug on (at/in/near) your floor?	2							
on (vertical surface)	I put a picture of Mother on (at/in/near) the wall.	3							
over/under	The first floor is over (under) the basement.	3x							
from/to	He is flying from (into/for/after/since) NY to (out of/from/before) Chicago.	4							
in	The key will be in (in of/on of/under/into) the box.	5							
at	This Sunday my family will eat at (by/on/in/near) the kitchen table.	6							
by	I go to Brooklyn by (on/with/in/into) bus.	7							
for	This is a present for (from/of/by/off) Juan.	8							
through	We will walk through (under/by/in/inside/into) the tunnel.	8x							
with	Gil will go to the movies with (without/next to/for/near) his sister.	9							
into	Please don't come into (in/onto/through/out of) this room.	10							
up*	Put the beer up (down/onto/into/under) there.	11							
out*	Go out (in/to/at/over) and stay out (ditto).	12							

*** used here as adverbs**

note: #S — Sentences
#TSC — Number of Total Sentences Correct
%TSC — Percentage of Total Sentences Correct

Name:

Item Description	Pattern Sentence	Item	A	B	C	D	#S	#TSC	%TSC
Use of in-on-at Specifying Address							3		
in	I live in (on/at) New York City.	13							
on	I live on (in/at) Second Avenue.	14							
at	I live at (in/on) 214 E. 2nd Street.	15							
Use of in-on-at-before-after Sp Time							6		
in	I will see you in (on/at) April.	16							
on	I will see you on (in/the/at) Monday.	17							
at	I will see you at (in/on) one o'clock.	18							
before/after	Eleven o/clock comes before (after) noon.	18x							
B. FUNCTION WORDS: QUESTION WORDS							8		
Familiarity with the 8 Question Words							8		
how?	How (who/when/what/why/where) is he eating his egg? With a spoon.	19							
who?	Who (whose/what/why/how/where) are they? They are Luz and Maria Rodriguez.	20							
when?	When (how/who/why/where/what) will he come home? Next week.	21							
what?	What (how/who/what/where/why/whose) was your maiden name?	22							

Name:

Item Description	Pattern Sentence	Item	A	B	C	D	#S	#TSC	%TSC
where?	Where (how/who/what/which/when) is San Juan? In Puerto Rico.	23							
why?	Why (who/where/when/how/which) is it hot? Because the sun is shining.	24							
which?	Which (who/why/how/whose/when) do you prefer Camels or Luckies? I prefer Camels.	25							
whose?	Whose (how/who/when/where/why) pencil is this? It is her pencil.	26							
C. FUNCTION WORDS: SUBJECT PRONOUNS							14		
Discrimination between he/she/it							6		
he	I see Victor. He (she/it) just arrived.	27							
she	I see Ana. She (he) is at the door.	28							
Use of 'it'							5		
'it' with specific referent	I am reading a book. It (she/he) is interesting.	29							
'it' without specific referent	It (he/she) is snowing.	30							
'it' used in subject position in contrast to Spanish usage	It is not (is no/no is/not is/is not) a nice day.	31							
Discrimination between they/the							3		
'they' is a pronoun/'the' is a determiner	Have you seen M & T? Yes, they (the) are here. Please give me the (they) flowers.	31x							

Item Description	Pattern Sentence	Item	A	B	C	D	#S	#TSC	%TSC
D. VERBS: BE							20		
Concordance with Personal Pronouns							9		
'I' forces 'am'	I am (are/is) Puerto Rican.	32							
'you' forces 'are'	You are (am/is) big.	33							
'he/she/it' force 'is'	He is (am/are) fat.	34							
'they' forces 'are'	They are (am/is) Cuban.	35							
Proper Formation of Negative							5		
'not' rather than 'no' negates 'be'	She is not (no is/is no) a pretty girl.	36							
'no' rather than 'not' answers a question	Is the rose red? No (not), the rose is white.	37							
Proper Response to Yes-No Questions							2		
affirmative: yes/S/be - contraction improper	Is Pr. J tall? Yes, he is (he's/he it's/he it is/it is).	38							
negative: no/S/be/not	Is Bobby K tall? No, he is not (he not/he no is/he it not/no it is/he is no).	39							
Use of 'Be' Where Spanish Uses 'Have'							2		
English uses 'be' to describe states of being and quantify age. Spanish uses 'have'	I am (have) 18 years old. Mary is (has/have) hot.	40							
Confusions affecting 'am I?' Question							2		
'am I?' confused with its homophones: 'am my?' and 'I my?'	Am I (I my/am my) right?	41							

Name:

Item Description	Pattern Sentence	Item	A	B	C	D	#S	#TSC	%TSC
E. VERBS: BE PLUS 'THERE'							8		
Proper Response to Questions							4		
questions like 'what's on the table?' force 'there is' and not 'it is' answer	What is on the table? There (it) is a book on the table.	42							
an 'is there?' question forces a 'there is' and not an 'it is' answer	Is there a man outside? Yes, there (he/it) is.	43							
Confusions Affecting 'There Is/There Are'							4		
'there is/there are' confused with homophones 'they're is/are' and 'their is/are'	There (they're/their) is a basket on the floor.	44							
'there are' confused with 'they are'	There (they) are five people in the room.	45							
F. VERBS: BE PLUS 'ING' FORM OF PRINCIPAL VERB							28		
Proper Formation of Affirmative							5		
auxiliary mandatory and not omitted as in simple present	The teacher is correcting (the teacher correcting) Juan's paper.	46							
use 'ing' and not simple or S form of principal verb	He is taking (take/takes) off his sweater.	47							
Proper Formation of Negative							4		
form negative with S/be/not/PV and not S/no/be/PV	He is not (no is/not is) coming.	48							
form negative with 'be' and not 'do'	I am (do/does) not working.	49							

Name:

Item Description	Pattern Sentence	Item	A	B	C	D	#S	#TSC	%TSC
Proper Formation of Question							13		
'be' first if there is no question word	Is Juan (Juan is) playing outside?	50							
'be' immediately follows the question word and not the subject	At what time is she (she is) coming?	51							
word order after question word is be/S/PV and not be/PV/S	Why is your mother (why your mother is) working (why is working your mother)?	52							
form question with 'be' and not 'do'	Is (do/does) she going home?	53							
do not repeat 'be'	Is Bill (is) smoking Camels?	54							
Proper Responses to Question							4		
an 'ing' question forces an 'ing' answer	What is he doing? He is eating (eats/eat/does eat) his lunch.	55							
an 'ing' yes-no question forces a 'be' short answer	Are you working hard? Yes, I am (do/does)	56							
Proper Response to Time Signal							2		
given a choice between two present tenses, time signals like 'now' force 'ing' present	He is reading (he read/he reads) a letter now.	57							
G. VERBS: SIMPLE PRESENT - CONCORDANCE ONLY							16		
Concordance with Pronoun Subjects							4		
I/you/we/they force simple form	They want (he want/we wants/I wants) candy.	58							
he/she/it force S form	She has (I has/you has/we has/they has) a book.	59							

Item Description	Pattern Sentence	Item	A	B	C	D	#S	#TSC	%TSC
Concordance with Noun Subjects							12		
use simple form when subject is speaker and other noun(s)	Mama and I like (likes) New York.	60							
use simple form when subject is 'you' and other noun(s)	You and Rogelio demand (demands) too much attention.	61							
use simple form with plural noun subject(s) or with more than one singular noun subject	The father and the son have (has) brown hair.	62							
use S form with a singular noun subject	That old man comes from Mayaguez.	63							
H. VERBS: SIMPLE PRESENT							21		
Proper Formation of Affirmative							3		
omit 'do' except for emphasis	Bill's brother goes (does go/is go) to school every day.	64							
Proper Formation of Negative							7		
form negative: S/do/not/PV and not S/no/PV	I do not (I no/I not) have time to read the book.	65							
form negative with 'do' and not 'be'	We do (are) not go to work Sundays.	66							
use simple form and not 's' or 'ing' after 'do'	It doesn't rain (rains/raining) enough in Arizona.	67							
Proper Formation of Question							4		
'do' mandatory and not omitted as in affirmative	Do you study (you study/you studies) every night?	68							
'do' also mandatory after question word - except 'who', 'what', 'which' as subjects	Why does Bill always use (why Bill uses/why Bill use) a pencil instead of a pen?	69							

Name:

Item Description	Pattern Sentence	Item	A	B	C	D	#S	#TSC	%TSC
Proper Response to Question							4		
a 'do' question forces a simple present answer	What does he do after work? He comes (is coming/is comes) home.	70							
a 'do' yes-no question forces a 'do' short answer	Do you write your mama? Yes, I do (am/I'm).	71							
Proper Response to Frequency Expression							3		
given choice between present tenses, a frequency expression forces simple-not 'ing' prsnt	He usually eats (is eating) dinner late.	72							
I. VERBS: SIMPLE PAST							41		
Proper Formation of Affirmative							3		
omit 'did' except for emphasis	We played (did play) in the snow.	73							
Proper Formation of Negative							9		
form negative S/did/not/PV (simple form) and not S/no/PV (past form)	They did not like (no liked/not liked) Castro.	74							
form negative with 'did' and not with 'was/were'	He did (was/were) not see Angelina.	75							
use simple form and not 's,' 'ing,' or 'ed' after 'did'	My sister didn't like (likes/liking/liked) the teacher.	76							
'did' has no S form	He did (dids) not like American food.	77							

Name:

Item Description	Pattern Sentence	Item	A	B	C	D	#S	#TSC	%TSC
Proper Formation of Question							10		
'did' mandatory and not omitted as in affirmative	Did you play (you played) cards last night?	78							
'did' also mandatory after question word - except 'who,' 'what,' 'which,' as subjects	When did he arrive (arrived he/ he arrived)?	79							
'did' omitted after 'who,' 'what,' 'which,' as subjects	Who answered (did answer) the question?	80							
word order after question word is didn't/S/PV and not S/didn't/PV	Why didn't he (he didn't) eat lunch?	81							
Proper Response to Question							4		
a 'did' question forces a simple past answer	What did they learn in school? They learned (learn/are learning) to multiply.	82							
a 'did' yes-no question forces a 'did' short answer	Did you see the doctor? Yes, I did (was/do/am/did/were).	83							
Proper Response to Time Expression							3		
time expressions like 'yesterday,' 'last ___,' or '__ ago' force simple past	She washed (is washing/washes/will wash) the shirts yesterday.	84							
Irregular Past - Forms							6		
do not add 'ed' to simple form	He went (goed) to Santo Domingo in 1964.	85							
irregular past has no S form	He came (s) to work late yesterday morning.	86							
Irreg Past - Was/Were Concordance with Pronouns							6		
'I/he/she/it' force 'was'	He (you/they) was home.	87							
'you/we/they' force 'were'	Were you (he/I) angry?	88							

Name:

Item Description	Pattern Sentence	Item	A	B	C	D	#S	#TSC	%TSC
J. MODIFICATION: ADJECTIVALS							26		
Adjectives							6		
adjective precedes noun it modifies	Bring me the red pencil (pencil red).	89							
adjective has no plural form	Show me the red books (reds books/ books reds).	90							
Demonstrative Adjectives							8		
'this' confused with homophone (to Hispanic ears) 'these'	This (these) book is red.	91							
'this/these' are near speaker. 'that/those' are relatively distant from speaker.	(See correction-page 22.)	92							
Form of, Discrimination between Poss Adjectives							10		
'he's/she's' are not possessive adjectives	Is this the house where Bill lives? Yes, it is his (he's) house.	93							
English equivalent of 'de el'	That's his (my/your/her/our/their) dog.	* 95							
English equivalent of 'de ella'	That's her (my/your/his/our/their) dog.	96							
English equivalent of 'muestro'	That's our (my/your/his/her/their) dog.	97							
English equivalent of 'de ellos'	That's their (my/your/his/her/our) dog.	98							
sex of possessor determines sex of possessive adjective	Enrique has a sister. She is his (her) sister.	99							
Noun Adjuncts							2		
a noun can modify a noun	This is my hair brush (brush of/for hair).	100							

Name:

Item Description	Pattern Sentence	Item	A	B	C	D	#S	#TSC	%TSC
K. MODIFICATION: OF MASS AND COUNT NOUNS							37		
Proper Use and Avoidance of Determiner 'a'							9		
use 'a' or 'the,' or possessive adjective (but not nothing) before singular count noun	I don't have a pencil (I don't have pencil).	101							
use 'some,' 'they,' poss adjective or nothing (but not 'a') before plural count noun	I have to buy some (a) books.	102							
use 'some,' 'the,' poss adjective or nothing (but not 'a') before mass noun	I want the (a) butter.	103							
Proper Use of 'Some' and 'Any'							11		
use 'some' (not 'any') before plural count nouns in affirmative sentences	He wants (want) some (any) eggs.	104							
use 'some' (not 'any') before mass nouns in affirmative sentences	We need some (any) milk.	105							
use 'any' (not 'some') before plural count nouns in negative sentences	He won't buy you any (some) presents.	106							
use 'any' (not 'no') before plural count nouns in negative sentences	That little boy doesn't want any (some) toys.	107							
Proper Form of Mass Nouns							2		
mass nouns usually appear in their singular form	Don't give me any butter (no butters/any butters).	108							
Proper Use of 'How Much?/How Many?'							6		
use 'how many?' (not 'how much?') before plural count nouns	How many (much) eggs will you have?	109							
use 'how much?' (not 'how many?') before mass nouns	How much (many) coffee will you drink?	110							

Name:

Item Description	Pattern Sentence	Item	A	B	C	D	#S	#TSC	%TSC
Proper Use of 'a Few/a Little/a Lot (Lots of)'							9		
use 'a few' (not 'a little') before plural count nouns	Give him a few (a little) dollars.	111							
use 'a little' (not 'a few') before mass nouns	The child will need a little (a few) more love.	112							
use 'a lot of,' 'lots of' (not 'much') before mass nouns in affirmative sentences	All doctors say: "Give babies a lot of (much) milk."	113							
L. MODIFICATION: COMPARISON OF INEQUALITY							17		
Proper Comparative Form of Short Adjectives							9		
the comparative form of short adjectives is '...er' and not '...es' or '...est'	Juan is taller (talles/tallest) than Pedro.	114							
the comp form of short adjs is '...er than' and not 'more ... than' or 'more ...er than'	Jose is bigger (more big/more bigger) than Guillermo.	115							
the 'than' of '...er than' may neither be omitted nor replaced by 'then,' 'that' or 'of'	Mt. Everest is higher than (then/than/that/of) Mt. Aconcagua.	116							
if the finl lettrs of a short adj are C-V-C, double final conso when forming comparative	Today is hotter (hoter) than yesterday.	117							
Proper Form and Use of Superlative of Short Adjs							8		
the superlative form of short adjectives is '...est' and not '...erst'	Juan is the tallest (tallerst/the tallerst).	118							
the superla form of short adjs is 'the est' and not 'the more ...' or 'the most ...'	Jose is the biggest (the more big/the most big).	119							
when the superlative modifies a noun, the determiner 'the' is required	Elizabeth Taylor is (prettiest) the prettiest woman in the world.	120							

Name:

Item Description	Pattern Sentence	Item	A	B	C	D	#S	#TSC	%TSC
M. MISCELLANEOUS: NOUN PLURALS							11		
Proper Form of Noun Plurals							11		
the plural form of most nouns is '...s'	I have four pencils (penciles/pencil).	121							
the plural form of nouns ending in sibilants is '...es'	I need two boxes (box/boxs) for my pencils (penciles).	122							
nouns ending in 'f(e)' often change 'f(e)' to 've' in the plural	All the knives (knife/knifes) were dirty.	123							
nouns ending in 'y' usually change 'y' to 'ie' in the plural	New York and Chicago are big cities (city/citys).	124							
'man,' 'woman,' and 'child' have irregular plurals and do not add 's'	Tennis is a game for two men (man/mans/mens).	125							

Trainee's Name____________________________

TRAINEE'S LANGUAGE PROFICIENCY PROFILE

I. Native Speaker ______
Non-English Speaker ______
Non-Native English Speaker ______

II. Expressive Language Ability:

MINIMAL FAIR GOOD

III. Receptive Language Ability:

POOR ADEQUATE GOOD

IV. Pronunciation:

POOR SATISFACTORY GOOD

V. Mastery of English Sentence Structure (syntax):

POOR FAIR GOOD

TRAINEE'S LANGUAGE LEARNING MAP
(Guide to Instructor)

TRAINEE'S NEEDS

Item Description	Pattern Sentence	Intro-duction	Drill & Application	Review	Mastery
A. FUNCTION WORDS: PREPOSITIONS Familiarity with the 15 Commonest Prepositions	**Name:**				
of	What is the title of (from/to/for/off) that book?				
on (horizontal surface)	Do you have a rug on (at/in/near) your floor?				
on (vertical surface)	I put a picture of Mother on (at/in/near) the wall.				
over/under	The first floor is over (under) the basement.				
from/to	He is flying from (into/for/after/since) NY to (out of/from/before) Chicago.				
in	The key will be in (in of/on of/under/into) the box.				
at	This Sunday my family will eat at (by/on/in/near) the kitchen table.				
by	I go to Brooklyn by (on/with/in/into) bus.				
for	This is a present for (from/of/by/off) Juan.				
through	We will walk through (under/by/in/inside/into) the tunnel.				
with	Gil will go to the movies with (without/next to/for/near) his sister.				
into	Please don't come into (in/onto/through/out of) this room.				
up*	Put the beer up (down/onto/into/under) there.				
out*	Go out (in/to/at/over) and stay out (ditto).				

*used here as adverbs

name:

Item Description	Pattern Sentence	TRAINEE'S NEEDS Intro-duction	Drill & Applicat'on	Review	Mastery
Use of in-on-at Specifying Address					
in	I live in (on/at) New York City.				
on	I live on (in/at) Second Avenue.				
at	I live at (in/on) 214 E. 2nd Street.				
Use of in-on-at-before-after Sp Time					
in	I will see you in (on/at) April.				
on	I will see you on (in/the/at) Monday.				
at	I will see you at (in/on) one o'clock.				
before/after	Eleven o/clock comes before (after) noon.				
B. FUNCTION WORDS: QUESTION WORDS					
Familiarity with the 8 Question Words					
how?	How (who/when/what/why/where) is he eating his egg? With a spoon.				
who?	Who (whose/what/why/how/where) are they? They are Luz and Maria Rodriguez.				
when?	When (how/who/why/where/what) will he come home? Next week.				
what?	What (how/who/what/where/why/whose) was your maiden name?				

		TRAINEE'S NEEDS			
Item Description	Pattern Sentence	Intro-duction	Drill & Application	Review	Mastery
where?	Where (how/who/what/which/when) is San Juan? In Puerto Rico.				
why?	Why (who/where/when/how/which) is it hot? Because the sun is shining.				
which?	Which (who/why/how/whose/when) do you prefer Camels or Luckies? I prefer Camels.				
whose?	Whose (how/who/when/where/why) pencil is this? It is her pencil.				
C. FUNCTION WORDS: SUBJECT PRONOUNS Discrimination between he/she/it					
he	I see Victor. He (she/it) just arrived.				
she	I see Ana. She (he) is at the door.				
Use of 'it'					
'it' with specific referent	I am reading a book. It (she/he) is interesting.				
'it' without specific referent	It (he/she) is snowing.				
'it' used in subject position in contrast to Spanish usage	It is not (is no/no is/not is/is not) a nice day.				
Discrimination between they/the					
'they' is a pronoun/'the' is a determiner	Have you seen M & T? Yes, they (the) are here. Please give me the (they) flowers.				

Name:

TRAINEE'S NEEDS

Item Description	Pattern Sentence	Intro-duction	Drill & Application	Review	Mastery
D. VERBS: BE					
Concordance with Personal Pronouns					
'I' forces 'am'	I am (are/is) Puerto Rican.				
'you' forces 'are'	You are (am/is) big.				
'he/she/it' force 'is'	He is (am/are) fat.				
'they' forces 'are'	They are (am/is) Cuban.				
Proper Formation of Negative					
'not' rather than 'no' negates 'be'	She is not (no is/is no) a pretty girl.				
'no' rather than 'not' answers a question	Is the rose red? No (not), the rose is white.				
Proper Response to Yes-No Questions					
affirmative: yes/S/be - contraction improper	Is Pr. J tall? Yes, he is (he's/he it's/ he it is/it is).				
negative: no/S/be/not	Is Bobby K tall? No, he is not (he not/ he no is/he it not/no it is/he is no).				
Use of 'Be' Where Spanish Uses 'Have'					
English uses 'be' to describe states of being and quantify age. Spanish uses 'have'	I am (have) 18 years old. Mary is (has/have) hot.				
Confusions affecting 'am I?' Question					
'am I?' confused with its homophones: 'am my?' and 'I my?'	Am I (I my/am my) right?				

Name:

Item Description	Pattern Sentence	TRAINEE'S NEEDS			
		Intro-duction	Drill & Application	Review	Mastery
E. VERBS: BE PLUS 'THERE'					
Proper Response to Questions					
questions like 'what's on the table?' force 'there is' and not 'it is' answer	What is on the table? There (it) is a book on the table.				
an 'is there?' question forces a 'there is' and not an 'it is' answer	Is there a man outside? Yes, there (he/it) is.				
Confusions Affecting 'There Is/There Are'					
'there is/there are' confused with homophones 'they're is/are' and 'their is/are'	There (they're/their) is a basket on the floor.				
'there are' confused with 'they are'	There (they) are five people in the room.				
F. VERBS: BE PLUS 'ING' FORM OF PRINCIPAL VERB					
Proper Formation of Affirmative					
auxiliary mandatory and not omitted as in simple present	The teacher is correcting (the teacher correcting) Juan's paper.				
use 'ing' and not simple or S form of principal verb	He is taking (take/takes) off his sweater.				
Proper Formation of Negative					
form negative with S/be/not/PV and not S/no/be/PV	He is not (no is/not is) coming.				
form negative with 'be' and not 'do'	I am (do/does) not working.				

Name:

TRAINEE'S NEEDS

Item Description	Pattern Sentence	Intro-duction	Drill & Application	Review	Mastery
Proper Formation of Question					
'be' first if there is no question word	Is Juan (Juan is) playing outside?				
'be' immediately follows the question word and not the subject	At what time is she (she is) coming?				
word order after question word is be/S/PV and not be/PV/S	Why is your mother (why your mother is) working (why is working your mother)?				
form question with 'be' and not 'do'	Is (do/does) she going home?				
do not repeat 'be'	Is Bill (is) smoking Camels?				
Proper Responses to Question					
an 'ing' question forces an 'ing' answer	What is he doing? He is eating (eats/eat/does eat) his lunch.				
an 'ing' yes-no question forces a 'be' short answer	Are you working hard? Yes, I am (do/does)				
Proper Response to Time Signal					
given a choice between two present tenses, time signals like 'now' force 'ing' present	He is reading (he read/he reads) a letter now.				
G. VERBS: SIMPLE PRESENT - CONCORDANCE ONLY Concordance with Pronoun Subjects					
I/you/we/they force simple form	They want (he want/we wants/I wants) candy.				
he/she/it force S form	She has (I has/you has/we has/they has) a book.				

Name:

TRAINEE'S NEEDS

Item Description	Pattern Sentence	Intro-duction	Drill & Application	Review	Mastery
Concordance with Noun Subjects					
use simple form when subject is speaker and other noun(s)	Mama and I like (likes) New York.				
use simple form when subject is 'you' and other noun(s)	You and Rogelio demand (demands) too much attention.				
use simple form with plural noun subject(s) or with more than one singular noun subject	The father and the son have (has) brown hair.				
use S form with a singular noun subject	That old man comes from Mayaguez.				
H. VERBS: SIMPLE PRESENT					
Proper Formation of Affirmative					
omit 'do' except for emphasis	Bill's brother goes (does go/is go) to school every day.				
Proper Formation of Negative					
form negative: S/do/not/PV and not S/no/PV	I do not (I no/I not) have time to read the book.				
form negative with 'do' and not 'be'	We do (are) not go to work Sundays.				
use simple form and not 's' or 'ing' after 'do'	It doesn't rain (rains/raining) enough in Arizona.				
Proper Formation of Question					
'do' mandatory and not omitted as in affirmative	Do you study (you study/you studies) every night?				
'do' also mandatory after question word - except 'who', 'what', 'which' as subjects	Why does Bill always use (why Bill uses/why Bill use) a pencil instead of a pen?				

Name:

TRAINEE'S NEEDS

Item Description	Pattern Sentence	Intro-duction	Drill & Application	Review	Mastery
Proper Response to Question					
a 'do' question forces a simple present answer	What does he do after work? He comes (is coming/is comes) home.				
a 'do' yes-no question forces a 'do' short answer	Do you write your mama? Yes, I do (am/I'm).				
Proper Response to Frequency Expression					
given choice between present tenses, a frequency expression forces simple-not 'ing' prsnt	He usually eats (is eating) dinner late.				
I. VERBS: SIMPLE PAST Proper Formation of Affirmative					
omit 'did' except for emphasis	We played (did play) in the snow.				
Proper Formation of Negative					
form negative S/did/not/PV (simple form) and not S/no/PV (past form)	They did not like (no liked/not liked) Castro.				
form negative with 'did' and not with 'was/were'	He did (was/were) not see Angelina.				
use simple form and not 's,' 'ing,' or 'ed' after 'did'	My sister didn't like (likes/liking/liked) the teacher.				
'did' has no S form	He did (dids) not like American food.				

Name:

Item Description	Pattern Sentence	**TRAINEE'S NEEDS**			
		Intro-duction	Drill & Application	Review	Mastery
Proper Formation of Question					
'did' mandatory and not omitted as in affirmative	Did you play (you played) cards last night?				
'did' also mandatory after question word - except 'who,' 'what,' 'which,' as subjects	When did he arrive (arrived he/ he arrived)?				
'did' omitted after 'who,' 'what,' 'which,' as subjects	Who answered (did answer) the question?				
word order after question word is didn't/S/ PV and not S/didn't/PV	Why didn't he (he didn't) eat lunch?				
Proper Response to Question					
a 'did' question forces a simple past answer	What did they learn in school? They learned (learn/are learning) to multiply.				
a 'did' yes-no question forces a 'did' short answer	Did you see the doctor? Yes, I did (was/do/am/did/were).				
Proper Response to Time Expression					
time expressions like 'yesterday,' 'last ___,' or '___ ago' force simple past	She washed (is washing/washes/will wash) the shirts yesterday.				
Irregular Past - Forms					
do not add 'ed' to simple form	He went (goed) to Santo Domingo in 1964.				
irregular past has no S form	He came (s) to work late yesterday morning.				
Irreg Past - Was/Were Concordance with Pronouns					
'I/he/she/it' force 'was'	He (you/they) was home.				
'you/we/they' force 'were'	Were you (he/I) angry?				

Name:

Item Description	Pattern Sentence	TRAINEE'S NEEDS			
		Intro-duction	Drill & Application	Review	Mastery
J. MODIFICATION: ADJECTIVALS					
Adjectives					
adjective precedes noun it modifies	Bring me the red pencil (pencil red).				
adjective has no plural form	Show me the red books (reds books/ books reds).				
Demonstrative Adjectives					
'this' confused with homophone (to Hispanic ears) 'these'	This (these) book is red.				
'this/these' are near speaker. 'that/those' are relatively distant from speaker.	(See correction-page 22.)				
Form of, Discrimination between Poss Adjectives					
'he's/she's' are not possessive adjectives	Is this the house where Bill lives? Yes, it is his (he's) house.				
English equivalent of 'de el'	That's his (my/your/her/our/their) dog.				
English equivalent of 'de ella'	That's her (my/your/his/our/their) dog.				
English equivalent of 'nuestro'	That's our (my/your/his/her/their) dog.				
English equivalent of 'de ellos'	That's their (my/your/his/her/our) dog.				
sex of possessor determines sex of possessive adjective	Enrique has a sister. She is his (her) sister.				
Noun Adjuncts					
a noun can modify a noun	This is my hair brush (brush of/for hair).				

Name:

TEACHER'S NEEDS

Item Description	Pattern Sentence	Intro-duction	Drill & Application	Review	Mastery
K. MODIFICATION: OF MASS AND COUNT NOUNS					
Proper Use and Avoidance of Determiner 'a'					
use 'a' or 'the,' or possessive adjective (but not nothing) before singular count noun	I don't have a pencil (I don't have pencil).				
use 'some,' 'they,' poss adjective or nothing (but not 'a') before plural count noun	I have to buy some (a) books.				
use 'some,' 'the,' poss adjective or nothing (but not 'a') before mass noun	I want the (a) butter.				
Proper Use of 'Some' and 'Any'					
use 'some' (not 'any') before plural count nouns in affirmative sentences	He wants (want) some (any) eggs.				
use 'some' (not 'any') before mass nouns in affirmative sentences	We need some (any) milk.				
use 'any' (not 'some') before plural count nouns in negative sentences	He won't buy you any (some) presents.				
use 'any' (not 'no') before plural count nouns in negative sentences	That little boy doesn't want any (some) toys.				
Proper Form of Mass Nouns					
mass nouns usually appear in their singular form	Don't give me any butter (no butters/ any butters).				
Proper Use of 'How Much?/How Many?'					
use 'how many?' (not 'how much?') before plural count nouns	How many (much) eggs will you have?				
use 'how much?' (not 'how many?') before mass nouns	How much (many) coffee will you drink?				

Name:

Item Description	Pattern Sentence	TEACHER'S NEEDS			
		Intro-duction	Drill & Application	Review	Mastery
Proper Use of 'a Few/a Little/a Lot (Lots of)'					
use 'a few' (not 'a little') before plural count nouns	Give him a few (a little) dollars.				
use 'a little' (not 'a few') before mass nouns	The child will need a little (a few) more love.				
use 'a lot of,' 'lots of' (not 'much') before mass nouns in affirmative sentences	All doctors say: "Give babies a lot of (much) milk."				
L. MODIFICATION: COMPARISON OF INEQUALITY					
Proper Comparative Form of Short Adjectives					
the comparative form of short adjectives is '...er' and not '...es' or '...est'	Juan is taller (talles/tallest) than Pedro.				
the comp form of short adjs is '...er than' and not 'more ... than' or 'more ...er than'	Jose is bigger (more big/more bigger) than Guillermo.				
the 'than' of '...er than' may neither be omitted nor replaced by 'then,' 'that' or 'of'	Mt. Everest is higher than (then/than/that/of) Mt. Aconcagua.				
if the finl lettrs of a short adj are C-V-C, double final conso when forming comparative	Today is hotter (hoter) than yesterday.				
Proper Form and Use of Superlative of Short Adjs					
the superlative form of short adjectives is '...est' and not '...erst'	Juan is the tallest (tallerst/the tallerst).				
the superla form of short adjs is 'the est' and not 'the more ...' or 'the most ...'	Jose is the biggest (the more big/the most big).				
when the superlative modifies a noun, the determiner 'the' is required	Elizabeth Taylor is (prettiest) the prettiest woman in the world.				

Name:

TEACHER'S NEEDS

Item Description	Pattern Sentence	Intro-duction	Drill & Application	Review	Mastery
M. MISCELLANEOUS: NOUN PLURALS					
Proper Form of Noun Plurals					
the plural form of most nouns is '...s'	I have four pencils (penciles/pencil).				
the plural form of nouns ending in sibilants is '...es'	I need two boxes (box/boxs) for my pencils (penciles).				
nouns ending in 'f(e)' often change 'f(e)' to 've' in the plural	All the knives (knife/knifes) were dirty.				
nouns ending in 'y' usually change 'y' to 'ie' in the plural	New York and Chicago are big cities (city/citys).				
'man,' 'woman,' and 'child' have irregular plurals and do not add 's'	Tennis is a game for two men (man/mans/mens).				

APPENDIX C

REVISED DIAGNOSTIC READING BATTERY

How to Use the Revised Diagnostic Reading Battery........1 - 5

Diagnostic Tests.....................................6 - 32

Reading Capitals and Small Letters......................6

Untimed Word Recognition Test......................7 - 8

Botel Phonics Mastery Test........................9 - 12

Word Opposites Test..............................13 - 16

Informal Reading Inventory.......................17 - 23

Spelling Diagnostic Test.........................24 - 28

Selected Gates Oral Reading Paragraphs.............29 - 30

Survey Test of Word Analysis Skills....................31

Nonsense Words Test....................................32

Survey of Tests -- Trainee's Profile...............33 - 36

Learning Map of Basic Skills in Reading............37 - 54

Level I..37 - 40

Level II...41 - 46

Level III..47 - 54

HOW TO USE THE REVISED DIAGNOSTIC READING BATTERY

The Revised Reading Diagnostic Battery is composed of nine tests. The following six test units are always administered:

1) Recognition of Letters and Knowledge of Letter Names
2) Untimed Word-Recognition Test
3) Botel Phonics Mastery Test
4) Botel Word Opposite Test
5) Informal Book Test: Comprehension Check
6) Spelling Diagnostic Test

For trainees who require further analytic testing, the diagnostician should administer one or more of the supplementary tests in the Reading Diagnostic Battery:

7) Gates Oral Reading Paragraphs
8) Survey Test of Reading Analysis Skills
9) Nonsense Words Test

All directions should be clearly explained and no test administered until the trainee fully understands what is expected of him. The reading diagnostician should have his own copy of the tests being administered and should make appropriate notations of all the trainee's responses.

DIAGNOSTIC TESTS

Recognition of Letters and Knowledge of Letter Names

Instructions (to trainee): Please read the large letters first and give me their names in English. Then give me the names of the small letters.

Evaluation: This test is an appraisal of the trainee's familiarity with the name of the letters only. Note any confusion between the sounds of letters and names of letters in other languages.

Untimed Word-Recognition Test

Instructions (to trainee): 1. Part I of test. Please read each line of words out loud, reading across the page. Read as far as you can.

2. Part II of test. These words are somewhat more difficult. Please read each line across the page. Read as far as you can.

Evaluation: The test appraises the trainee's sight vocabulary and provides information on his knowledge and skills in handling strange words. The diagnostician seeking to gauge the trainee's approximate reading level based on his handling of common sight vocabulary words should refer to the general guidelines set down below:

Part I	Lines 1-3	Primer Reading Level
	Lines 4-5	1st Grade Reading Level
	Lines 6-8	2nd Grade Reading Level
	Lines 9-11	3rd Grade Reading Level
Part II	Lines 1-3	4th Grade Reading Level
	Lines 4-6	6th Grade Reading Level
	Lines 7-11	7th-8th Grade Reading Levels

Botel Phonics Mastery Test

Instructions for administration and evaluation are given in the diagnostician's test sheets. Do not allow the trainee to read them.

Botel Word Opposite Test

Instructions: Directions for the trainee are given on each sheet of the test. Read the directions to the trainee and check that he understands what to do.

Evaluation: This test gives an estimate of a trainee's reading comprehension. The following Table of Standards will help gauge the trainee's Free, Instructional, and Frustration Levels of reading. For most trainees, the Instructional Level is not a single level, but rather a range of levels at which he can read with profit.

Table of Standards

Reading Levels	**Word Opposites Test** No. of Words correct out of 10	 % of accuracy
Free Reading Levels (Easy: Pupil can read with profit without any teacher help.)	10 9	100% 90%
Instructional Levels (Suitable: Pupil usually needs teacher guidance for comprehension and interpretation.)	8 7	80% 70%
Frustration Levels (Too difficult: Pupil cannot read with profit even with teacher help.)	6-0	60%-0

Reading Grade Level	**Test Sheet**	
3	Part AA	
2	Part A:	Line 1-10
high 2		Line 11-20
3	Part B:	Line 1-10
high 3		Line 11-20
4	Part C:	Line 1-10
6		Line 11-20
7-8	Part D:	Line 1-10
9-12		Line 11-20

Informal Book Test: Comprehension Check

Instructions: When the test is administered to determine reading comprehension, the directions to the trainee are given on each sheet of the text. If the graded paragraphs are used to appraise the trainee's reading expectancy, the diagnostician should read each paragraph to the trainee and then ask him the comprehension check questions.

Evaluation: The determination of a trainee's performance level in getting meaning from the printed page is based on the number of correct responses in the comprehension check section of each printed paragraph. These paragraphs were selected to provide a wide-range of reading difficulty: Paragraph A--1st grade reading level, Paragraph B--2nd grade reading level, Paragraph C--3rd grade reading level, Paragraph D--4th grade reading level, Paragraph E--6th grade reading level, and Paragraph F--8th grade reading level.

A trainee answering 4 of the 5 questions correctly (80%) is at the Independent reading level; a trainee answering 3 or 60% of the questions is designated at the Instructional level. Those trainees who make less than 3 correct responses are at the Frustration level. If the diagnostician chooses to use the paragraphs to assess the trainee's reading expectancy level, the criteria cited above can be applied to determine his Instructional and Frustration levels in listening.

Spelling Diagnostic Test

Instructions (to trainee): Please spell each word that I say. If you are unsure of the spelling of a word, try to spell it anyway.

Evaluation: The results of the Spelling Diagnostic Tests can be used to get an understanding of the type of words which the trainee can handle most comfortably. For example, a trainee may make few errors with one syllable words, simple compound words, or words that are most common in adult writing (it, the, are). In contrast, the type of words which present the most difficulty indicate the limits of the trainee's performance range and also suggest the types of problems he must overcome to become a more effective speller.

Gates Oral Reading Paragraphs

Instructions (for administration): Aid the trainee to read each paragraph. The test should be discontinued if he makes 7 or more errors in one paragraph.

Evaluation: The paragraphs in the oral reading tests are graded from Primer to 5th Grade: Paragraph I--Primer, Paragraph II--1st Grade Level, Paragraph III--2nd Grade Level, Paragraph IV--3rd Grade Level, Paragraph V--4th Grade Level, Paragraph VI--5th Grade Level. The trainee's performance on these paragraphs indicate his comfortableness with reading materials at different levels of difficulty. It also can offer insight into his proficiency in word analysis as well as the mechanics of reading aloud.

Survey Test of Reading Analysis Skills

Instructions (to trainee): Look carefully at each of the words. Read them aloud as you think they should sound.

Evaluation: The test is constructed to assess the trainee's skill in applying knowledge of phonetic elements and basic word analysis rules. The pattern of errors and correct responses in handling test words which are graded from simple to more complex can define his level of word analysis skills and his strengths or weaknesses when struggling to identify a strange word.

Nonsense Words Test

Instructions (to trainee): The fifteen words on this sheet are not real words; they are colled nonsense words. They are parts of real words put together. Say each word as you think it should sound.

Evaluation: At the bottom of the test sheet there is a check list for the diagnostician which is self-explanatory.

SURVEY OF TESTS -- TRAINEE'S PROFILE

The Guidelines for Starting a Sequential, Developmental Instructional Program in Reading is the master summary sheet which essentially gives a composite picture of the different areas of reading diagnostic tests. Briefly then, the master summary sheet reflects each student's estimated reading level in the following categories: Word Recognition, Word Analysis Skills, Reading Comprehension (which is made up of both the estimated comprehension level and a potential comprehension level), and Spelling Performance. Reference points for students' instructional plans in SRA reading laboratories are also included on the master summary sheet.

Our levels roughly parallel grade levels as follows: Level I correlates with grades 1-3, Level II with grades 4-6, and Level III attempts to correspond to the grade levels at which we have an optimum of independent abilities, i.e., grades 7-12.

From the master summary sheet the instructor and that instructor's supervisor could determine the level at which a student can learn with almost certain success.

More important, trial and error placement of new entrants into the extant student-body of a class would be virtually eliminated.

Supplementary Reading Diagnostic Profiles

To provide each instructor with the fullest amount of reading performance data, the Master Summary Sheet is upplemented by 3 additional diagnostic profile sheets. These sheets are titled (1) Checklist of Word Analysis Skills, (2) Spelling Diagnostic Profile, and (3) Oral Reading Checklist.

Checklist of Word Analysis Skills. This sheet summarizes student test performance on the Phonics Battery, with supporting information from the Survey of Reading Analysis Skills (numbers 1-6). Numbers 7-16 on this sheet summarize performance on the Untimed Word Recognition Tests, Nonsense Syllables and the Oral Reading Selections.

Spelling Diagnostic Profile. Performance on the 36-word spelling Diagnostic Test provides data for this sheet. The diagnostician should be looking for types of errors made by a student, e.g., 1) does the student add extra letters to end words, 2) does the student insert letters in words, 3) does the student make phonetic errors, etc.

Oral Reading Checklist. Critical notations made by the diagnostician during the student's oral reading tasks can now be transferred into this summary sheet.

Trainee's Learning Map of Basic Skills in Reading

The involvement of the trainee in diagnostic testing prior to his assignment to an instructional level and class group is viewed as an important first step toward his re-engagement with the tasks of formal learning. Testing in this context serves to give the trainee a more objective view of his strengths and weaknesses and the diagnostician uses his evaluation of the trainee's reading performance to concretely pinpoint the possibilities for increasing reading competence.

The instrument employed by the diagnostician and instructor to draw the trainee toward self-assessment, as well as more involvement in planning for learning, is described as the Learning Map of Basic Skills in Reading. The Learning Map is organized in such a manner that the trainee can identify quickly skills in which his proficiency is good or excellent--and those which are too difficult to handle comfortably. The color code for strengths and weaknesses for the Learning Map is red and green. "Red" stands for items to be taught and "green" represents reading skills already mastered. With the diagnostician's or instructor's assistance the trainee examining his Learning Map can answer two questions: "What can I do?" and "Where do I need help?"

The Learning Maps in Reading are geared to two broad reading levels: Level I maps encompass the skills taught in Grades 1-3, and Level II maps portray the skills taught in Grades 4-7. Each map at these levels is divided into four major subsections: Sight Vocabulary, Vocabulary Development, Unlocking the Meaning of Strange Words, Reading for Meaning.

By combining the identification of skill strengths and weaknesses by green and red indicators with a reading instruction plan on each level, the Learning Map can be used by the instructor to plot out what must be learned and to register the gains made by the trainee as a result of instruction. In this way the Learning Map can be used to dramatize the goals for improvement of the trainee's reading and to stimulate his engagement in the teaching-learning process.

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee______________________________________
(Last) (First)

Date of Testing__________________ Examiner_______________________

READING DIAGNOSTIC BATTERY

Reading Capital and Small Letters

READING CAPITAL LETTERS

A E I O U Y W R B K D M T

F X V C G H J N Z S Q L P

READING SMALL LETTERS

e o a u i y w r b k d m p

l q s z n j h g c v x f t

COMMENTS

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee____
(Last) (First)

Date of Testing______________ Examiner____________________

READING DIAGNOSTIC BATTERY

Untimed Word Recognition Test

PART I

1.	it	by	be	on
2.	us	or	as	my
3.	bed	day	sad	get
4.	who	ten	ate	ill
5.	much	doll	book	only
6.	kite	glad	coke	dish
7.	feed	hold	goes	word
8.	green	train	other	flies
9.	build	table	after	lonely
10.	ending	temple	wallboard	engine
11.	cruel	torment	fortune	muzzle
12.	skilled	before	bought	though

COMMENTS

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee______________________________________
(Last) (First)

Date of Testing________________ Examiner________________________

READING DIAGNOSTIC BATTERY

Untimed Word Recognition Test

PART II

1.	Avenue B	wallboard	counselor	spirit
2.	landscape	courage	enormous	feature
3.	string	jealous	revolt	innocent
4.	candidate	discontent	testimony	population
5.	celebration	difficulty	confusion	respectful
6.	comprehend	performance	persecute	tributary
7.	certificate	victorious	dignify	consequently
8.	reference	supersonic	inheritance	suspicion
9.	familiar	acquaintance	mountainous	prosperous
10.	organization	musician	discipline	perpetual
11.	application	interview	department	crew chief

COMMENTS

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

READING DIAGNOSTIC BATTERY

Botel Phonics Mastery Test: Level A

1. Consonant Sounds

Directions: Listen carefully as I read a group of words. Write the beginning letter of each word after the correct number on your answer sheet.

1. par (p)
2. batch (b)
3. malt (m)
4. wean (w)
5. foil (f)
6. vamp (v)
7. terse (t)
8. soot (s)
9. deft (d)
10. ramp (r)
11. jade (j)
12. hulk (h)
13. zest (z)
14. nape (n)
15. lair (l)
16. yacht (y)
17. keel (k, c)
18. gape (g)

2. Consonant Blends

Directions: Now I shall read some other words. Listen carefully and write the first two letters of each word.

1. blithe (bl)
2. clog (cl)
3. flounce (fl)
4. glum (gl)
5. plush (pl)
6. slink (sl)
7. bray (br)
8. crass (cr)
9. dredge (dr)
10. frisk (fr)
11. gripe (gr)
12. prance (pr)
13. trek (tr)
14. scud (sc)
15. smear (sm)
16. snag (sn)
17. spike (sp)
18. stint (st)
19. swap (sw)

3. Consonant Digraphs or Speech Consonants

Directions: In the next group of words listen carefully and again write the first two letters.

1. shorn (sh)
2. chide (ch)
3. thence (th)
4. thatch (th)
5. sling (ng)

(Now write the letters that are at the end of the word sling.)

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee ______________________________________
(Last) (First)

Date of Testing ______________ **Examiner** ______________________

LEVEL A -- ANSWER SHEET

(1) Consonant Sounds

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.

(2) Consonant Blends

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.

(3) Consonant Digraphs

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

READING DIAGNOSTIC BATTERY

Botel Phonics Mastery Test: Level B

1. Long and Short Vowels

Directions: Listen carefully to the vowel sound in these words. If the vowel has a short sound, write the letter S and the letter for the vowel sound. If the vowel is long, write the letter L and the letter for the vowel sound.

1. Bid (short i)
2. eve (long e)
3. flat (short a)
4. note (long o)
5. cave (long a)
6. stop (short o)
7. bun (short u)
8. mile (long i)
9. best (short e)
10. cute (long u)

2. Other Vowel Sounds

Directions: Sometimes two vowels work together and have one sound. Some of these vowels are oo, oi, and oy. Also, some consonants, such as r and w, when they come after a vowel change the sound of the vowel. Listen carefully to the words I say. If a word has a vowel team, write the two vowel letters. If a word has a vowel changed by a consonant, write the vowel and consonant letters.

1. nook (oo)
2. blouse (ou, ow)
3. broom (oo)
4. jar (ar)
5. Troy (oy, oi)
6. claw (aw, au)
7. boil (oi, oy)
8. whirl (ir, er, ur)
9. scorn (or)

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee ______________________________
(Last) (First)

Date of Testing ____________ Examiner ____________

LEVEL B -- ANSWER SHEET

1. Long and Short Vowel Sounds:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

2. Other Vowel Sounds:

1. ____________
2. ____________
3. ____________
4 ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________

Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee____
(Last) (First)

Date of Testing______________ Examiner____________________

WORD OPPOSITE TEST — PART AA

Botel Reading Inventory

Directions: Pick a word in each line which means the opposite or nearly the opposite of the numbered word. Draw a line under it.

1.	white	yellow	black	back
2.	work	funny	happy	play
3.	day	play	red	night
4.	take	away	give	find
5.	now	the	them	then
6.	under	away	over	out
7.	old	mother	on	new
8.	stay	here	open	go
9.	run	walk	fast	look
10.	man	little	woman	work

Number Correct ____________

Number Wrong ____________

COMMENTS

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee____
(Last) (First)

Date of Testing__________________ Examiner______________________

READING DIAGNOSTIC BATTERY
Word Opposites Test*

PART A Pick a word on each line which means the opposite or nearly the opposite of the numbered word. Draw a line under it.

1.	front	under	back	up	little
2.	always	never	every	nothing	more
3.	last	run	fast	first	will
4.	before	near	prize	high	after
5.	near	far	in	laugh	next
6.	little	every	big	hungry	better
7.	laugh	train	little	cry	funny
8.	city	farm	garden	fish	friend
9.	off	out	high	behind	on
10.	found	lost	good	top	all
11.	left	above	right	change	straight
12.	dark	black	surprise	red	light
13.	happy	loud	sing	laugh	sad
14.	hard	soft	silly	large	pony
15.	warm	change	cold	supper	kitchen
16.	finished	thank	began	story	right
17.	young	ago	sister	old	teacher
18.	glad	money	seven	sorry	laugh
19.	push	pull	honk	picnic	straight
20.	forget	believe	remember	magic	sure

COMMENTS

Number Correct_______

Number Wrong_______

*Botel Reading Inventory, 1962

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee______________________________
(Last) (First)

Date of Testing_______________ Examiner_______________

READING DIAGNOSTIC BATTERY
Word Opposites Test*

PART B **Pick a word on each line which means the opposite or nearly the opposite of the numbered word. Draw a line under it.**

1.	easy	plenty	hard	welcome	trouble
2.	right	light	rain	wrong	yes
3.	against	again	harm	for	dark
4.	rich	tree	poor	yard	good
5.	empty	plenty	almost	full	perhaps
6.	lead	enjoy	follow	important	sign
7.	whole	cabbage	bunch	part	begin
8.	whisper	lucky	shout	enter	quiet
9.	mean	pleasant	excite	clever	slide
10.	dirty	face	clean	smooth	black
11.	often	now	always	sometimes	first
12.	swiftly	slowly	silently	lonely	scared
13.	discover	arrive	look	lose	find
14.	daughter	brother	pair	stupid	son
15.	foolish	wise	sick	sorry	sweet
16.	thin	think	thick	tall	short
17.	even	one	odd	many	pair
18.	wide	small	narrow	pleasant	full
19.	husband	father	uncle	son	wife
20.	enemy	friend	escape	question	bottom

COMMENTS

Number Correct__________

Number Wrong__________

* Botel Reading Inventory, 1961, 1962

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee______________________________________
(Last) (First)

Date of Testing______________ Examiner__________________________

READING DIAGNOSTIC BATTERY
Word Opposites Test*

PART C **Pick a word on each line which means the opposite or nearly the opposite of the numbered word. Draw a line under it.**

1.	absent	away	present	accident	clever
2.	awake	morning	night	throat	sleep
3.	careful	angel	devil	appetite	careless
4.	gather	scatter	collect	spoil	wide
5.	expensive	costly	cheap	rich	tomorrow
6.	fail	capture	succeed	miss	laundry
7.	uncertain	simple	never	sure	freedom
8.	reward	ribbon	medal	punish	answer
9.	beneath	above	under	below	joy
10.	answer	reply	question	state	letter
11.	strengthen	stronger	weaken	support	luncheon
12.	advance	retreat	move	correct	apply
13.	include	angle	shelter	omit	scatter
14.	positive	surely	accept	worthwhile	negative
15.	abundant	scarce	rarely	insist	plenty
16.	villain	actor	hero	crisis	ugly
17.	frequently	often	normal	seldom	usual
18.	completely	entirely	partly	careful	simple
19.	fertile	garden	crude	abundant	barren
20.	surrender	continue	retire	defeat	battle

COMMENTS

Number Correct__________

Number Wrong____________

* Botel Reading Inventory

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee____
(Last) (First)

Date of Testing__________________ Examiner_____________________

READING DIAGNOSTIC BATTERY
Word Opposites Test*

PART D Pick a word in each line which means the opposite or nearly the opposite of the numbered word. Draw a line under it.

1.	accidental	agreeable	intentional	timely	trial
2.	usually	often	normal	average	rarely
3.	tardy	strict	frequently	seldom	early
4.	idiot	genius	average	vulgar	stupid
5.	reluctant	resisting	enthusiastic	negative	indifferent
6.	antique	ancient	modern	president	co-operate
7.	accurate	right	correct	incorrect	apply
8.	ebb	aspire	subside	flood	confess
9.	inferior	superior	gentle	lower	poor
10.	abhor	detest	admire	absent	deny
11.	colorless	jovial	glamorous	ignorant	drab
12.	chastise	punish	sympathise	applaud	naughty
13.	restrained	small	refined	expansive	acclaimed
14.	illegal	illicit	lawful	illusion	admonish
15.	irrelevant	irregular	fragile	pertinent	festive
16.	prolific	punctual	barren	citadel	prohibit
17.	authentic	authoritative	glimmer	imitation	conceal
18.	obsolete	absolute	old-fashioned	current	obvious
19.	refute	sustain	disprove	refuse	suspect
20.	literal	petite	figurative	lenient	ignorant

COMMENTS

Number Correct______________

Number Wrong_______________

* Botel Reading Inventory, 1962

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee ______________________________________
(Last) (First)

PART A -- INFORMAL READING INVENTORY

After reading this selection silently, you will be asked to answer 6 questions.

Maria was on her way to M.F.Y.

She came to the corner.

She saw a red light.

Then she saw a green light.

Then she went on to M.F.Y.

1. What was the girl's name?
2. Where was the girl going?
3. What did she see at the corner?
4. Why did she stop at the corner?
5. Where did she cross the street?
6. Where did the girl go?

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee ______________________________
(Last). (First)

PART B -- INFORMAL READING INVENTORY

After reading this selection silently, you will be asked to answer 5 questions.

How would you like to fly a plane? And what would you do if the plane began to shake? A way has been found to get you safely out of the plane.

Your plane is high above the ground. Here is what you would do: First, you would bring the plane down close to the ground. Then you would hit the escape switch. Your plane's top would fall away. A rocket would go off. This would send the seat and you up and out of the plane. Fins would spring out of the seat. These keep you from rolling. They also slow your fall.

Then another rocket would go off. This is to get you out of the seat as you are falling. Your parachute opens like a large flower. You come down safely.

1. Can you get safely out of a plane if it begins to shake?
2. Why would you bring the plane down close to the ground?
3. What happens when you hit the escape switch?
4. How do you get out of your seat when you are falling through the air?
5. How does your parachute open?

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee ______________________________
(Last) (First)

PART C -- INFORMAL READING INVENTORY

After reading this selection silently, you will be asked to answer 5 questions.

A man from the North went to Florida's Orange Lake. He took his boat into a small bay. There he settled down to fish. A few hours passed. When at last he looked around, he had a great shock. In front of him was a green jungle. Where was the lake?

The lake had not moved. The the islands on it had. Orange Lake has hundreds of these floating islands. Some are a few yards wide. Others cover more than an acre. One of them had come between the fisherman and the rest of the lake.

There are many such islands in Africa. Other lakes in Florida have them too. But they do not have as many as Orange Lake has.

The lake drives map makers mad. Its shape can change every hour. New bays appear one day. The next day they are gone.

1. Where did the man who went to Florida's Orange Lake come from?
2. What did he do on the lake?
3. What happened to him after he had been on the lake for a few hours?
4. Are all the floating islands small?
5. Why do map makers care about the lake?

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee ______________________________
(Last) (First)

PART D -- INFORMAL READING INVENTORY

After reading this selection silently, you will be asked to answer 6 questions.

The U.S. Bureau of Customs has a big job. It checks articles brought into the country. It is always on the lookout for smugglers.

Smugglers often sneak contraband past customs. Then the government loses the tax that should have been paid. But smuggling fruits and vegetables can cost the country far more. Here is why. These foods often carry plant pests. If these pests get into the country, they may ruin crops. A good exemple is the Mediterranean fruit fly. In 1956 a few flies came in on imported fruits. They multiplied rapidly. That spring there was a bad outbreak of them in Florida. They were not stamped out until November 1957. By that time they had cost growers ten million dollars in damaged fruit.

To stop the entry of pests the importing of some fruits is forbidden, and all must be inspected. Most of the fruit flies, weevils, borers, and blights are found in food that tourists carry in. Some people do not know the law. Others break it on purpose.

1. What does the word contraband mean?
2. Who is on the lookout for smugglers?
3. Why do they check articles brought into this country?
4. How can crops here be ruined by a Mediterranean fruit fly?
5. Are any fruits and vegetables forbidden?
6. Where are most of the pests brought into this country found?

Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee ______________________________
(Last) (First)

PART E -- INFORMAL READING INVENTORY

After reading this selection silently, you will be asked to answer 5 questions.

A natural satellite is a small heavenly body that revolves about one of the planets. Some of the planets in the solar system have several satellites. Jupiter has twelve. But the planet Earth has only one natural satellite--the moon.

The objects that man has hurled into space are called satellites because they act like natural satellites. They circle the earth in elliptical paths, or orbits, in much the same way that the moon does.

Space begins where the earth's air, or atmosphere, ends. The earth's atmosphere extends more than four hundred miles from the earth's surface.

Artificial satellites travel faster than the moon. Scientists would have an easier job if their satellites did not have to travel so fast. Why, then, can they not go slower, like the moon? The moon has no rocket engines to push it along. It keeps going at the same speed because there is nothing to slow it down. On earth, friction and air resistance slow things down. You could coast your bike forever on a level street if there were no friction or air resistance to offer interference.

1. What is the difference between an artificial satellite and a natural satellite?
2. Why are man-made objects which travel in space called satellites?
3. How many miles would you have to travel upwards before you would be outside the earth's atmosphere?
4. Why do artificial satellites travel faster than the moon?
5. The author of the story has been describing:
   a) Artificial and man-made satellites
   b) Natural satellites and the moon
   c) Artificial and natural satellites

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee ______________________________
(Last) (First)

PART F — INFORMAL READING INVENTORY

After reading this selection silently, you will be asked to answer five questions.

Smoke jumpers are members of the Forest Service who parachute into our national forests to fight fires. Jumping near forest fires is dangerous. The hot air which roars upward from a forest fire causes a powerful updraft. This updraft pulls in air from all sides of the fire and thus causes strong side drafts which tend to pull the smoke jumpers into the blaze if they drop too near a fire.

The jumpers must handle their chutes skillfully to avoid landing in burning trees. They must know how to spot their own safe landing places while floating to earth. After considering wind drift and updrafts, they guide their chutes towards these landing places by pulling on their risers. The risers are the four strong canvas strips which attach the harness of a parachute to its suspension lines. When jumpers want to go towards the left, they pull down the risers on the left side. This causes them to slip towards the left. If they want to go to the right, they pull down the risers on the right side.

F 1. When do smoke jumpers fight fires?

MI 2. What is the best title for this selection?

a) National Forest Service

b) New and Old Ways of Fighting Forest Fires

c) A Modern Method of Forest Fire Fighting

d) Smoke Jumpers

V 3. What does the word updraft mean?

F 4. How does the jumper use the parachute's risers?

I 5. What is the first problem a jumper must solve as he floats down toward a forest fire?

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee ______________________
(Last) (First)

Date of Testing ____________ Examiner ____________

SPELLING DIAGNOSTIC TEST

Note to Examiner: Stop testing when the student makes four consecutive errors. Do not ask the student to spell any words after a total of ten errors.

Since the purpose of the test is to get at the causes of spelling difficulty, each student should be encouraged to try to spell every word that is either unfamiliar or difficult.

1. is
2. at
3. or
4. can
5. may
6. are
7. east
8. came
9. year
10. broom
11. teach
12. built
13. ending
14. travel
15. lonely
16. factory
17. citizen
18. measure
19. construct
20. estimate
21. installed
22. guardian
23. amusement
24. necessary
25. difficulty
26. approaches
27. protection
28. arrangement
29. application
30. philosopher
31. intelligence
32. architecture
33. congratulates
34. hippopotamus
35. extraordinary
36. conscientious

MOBILIZATION FOR YOUTH, INC
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee ______________________________
(Last) (First)

Date of Testing ____________________ Examiner ____________________

SPELLING DIAGNOSTIC TEST

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________
16. ____________________
17. ____________________
18. ____________________
19. ____________________
20. ____________________
21. ____________________
22. ____________________
23. ____________________
24. ____________________
25. ____________________
26. ____________________
27. ____________________
28. ____________________
29. ____________________
30. ____________________
31. ____________________
32. ____________________
33. ____________________
34. ____________________
35. ____________________
36. ____________________

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee____
(Last) (First)

Date of Testing______________ Examiner__________________________

Norms for the Spelling of 36 words Graded for Frequency in Everyday Writing and Level of Difficulty

Number Correct	Grade Score (Estimated)
3	1.6
4	1.8
5	2.0
6	2.2
7	2.4
8	2.6
9	2.8
10	3.0
11	3.2
12	3.4
13	3.6
14	3.8
15	4.0
16	4.2
17	4.4
18	4.6
19	4.8
20	5.0
21	5.2
22	5.4
23	5.6
24	5.8
25	6.0

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee______________________________
(Last) (First)

Date of Testing______________ Examiner______________

SUPPLEMENTARY SPELLING DIAGNOSTIC TEST*

Level I

1. again
2. children
3. give
4. long
5. people
6. these
7. write

Level II

1. bought
2. different
3. food
4. hundred
5. making
6. present
7. stopped
8. walked

Level III

1. address
2. broken
3. favorite
4. Halloween
5. lessons
6. noise
7. quickly
8. slowly
9. suddenly
10. whole

Level IV

1. American
2. colonies
3. finish
4. hoping
5. newspaper
6. quiet
7. shoe
8. thankful

Level V

1. accident
2. driving
3. gotten
4. manufacturing
5. owner
6. questions
7. slid
8. tire

Level VI

1. adopted
2. blind
3. chosen
4. district
5. fond
6. lonely
7. obey
8. roller
9. shoulder

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee____
(Last) (First)

Date of Testing________________ Examiner________________________

SUPPLEMENTARY DIAGNOSTIC SPELLING TEST (Cont'd)

Level VII

1. action
2. bacteria
3. paragraph
4. dye
5. necklace
6. knight
7. traffic
8. metal
9. pitch
10. subtract
11. religious

Level VIII

1. peculiar
2. arranged
3. export
4. fudge
5. appointed
6. spite
7. typhoid
8. hail
9. bold
10. companion

Level IX

1. hire
2. leap
3. moccasins
4. concrete
5. mathematics
6. nursery
7. apologize
8. senior
9. springtime
10. painter
11. lever
12. depth

Level X

1. director
2. chisel
3. parent
4. altitude
5. barge
6. explosion
7. scoutmaster
8. courtesy
9. toaster
10. channel
11. cordially
12. dramatic
13. foul
14. institution
15. motorcycle
16. proceed
17. remembrance

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee____
(Last) (First)

Date of Testing______________ Examiner____________________________

Selected Gates Oral Reading Paragraphs

I. The boy had a dog.
The dog's face was black.
The dog's body was brown.
He had no tail at all.

II. Once the dog saw a rat.
It was a bad rat.
The dog did not like the rat on his place.
So he ran the rat into his hole.

III. After the rat got into his hole,
he began to peek at the dog.
This drove the dog nearly mad.
He said: "I like raw meat to eat.
If you do not stop, I will eat you."
Then he left the rat alone.

IV. This talk only made the rat smile.
He could not stop smiling.
He stuck out his chin and cried:
"You are as dull as a donkey.
You are as silly as a monkey.
Let me give you a good tip.
You had better find a doctor now
before it is too late.
Maybe he can do something for your head."

Name of Trainee____
(Last) (First)

Date of Testing________________ Examiner________________________

SELECTED GATES ORAL READING PARAGRAPHS (Cont.)

V These remarks made the dog furious. He was so angry he could hardly control himself. He growled in dismay. He gnawed at the ground. Then he barked: "I am the protector of this residence. I am the champion of this estate. I will have no nonsense here. If you value your life and freedom you will depart at once."

VI The rat, a little frightened and very angry, screamed his reply: "What sublime conceit! What magnificent boastfulness! You have neither the courage nor the intelligence to execute your threat. You would perish miserably if your misguided human helpers did not provide you with protection. You think you are a valiant warrior but you are nothing but a weak slave of humanity."

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee ______________________ (Last) ______________________ (First)

Date of Testing ______________ Examiner ______________________

READING DIAGNOSTIC BATTERY

Survey Test of Word Analysis Skills

1. dent ______________
2. drip ______________
3. chew ______________
4. vat ______________
5. tread ______________
6. shed ______________
7. pun ______________
8. swag ______________
9. chap ______________
10. jog ______________
11. rank ______________
12. cash ______________
13. bulb ______________
14. loft ______________
15. bunch ______________
16. hart ______________
17. host ______________
18. lath ______________
19. imp ______________
20. cab ______________
21. side ______________
22. seal ______________
23. meek ______________
24. odd ______________
25. bin ______________
26. lime ______________
27. haul ______________
28. doom ______________
29. antics ______________
30. lax ______________
31. lobe ______________
32. raid ______________
33. keel ______________
34. utter ______________
35. gas ______________
36. gnome ______________
37. cliffs ______________
38. footman ______________
39. insect ______________
40. scent ______________
41. raged ______________
42. nosegay ______________
43. melon ______________
44. knave ______________
45. whirring ______________
46. kingpin ______________
47. yam ______________
48. hymn ______________
49. etches ______________
50. withdraw ______________

COMMENTS

Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee____
(Last) (First)

Date of Testing_______________ Examiner_______________________

READING DIAGNOSTIC BATTERY

Nonsense Words*

1. ringtraps ____________________________
2. pegflitting ____________________________
3. concealter ____________________________
4. flingle ____________________________
5. decentively ____________________________
6. fragmil ____________________________
7. aggravement ____________________________
8. craminstate ____________________________
9. jungulation ____________________________
10. sloapclinger ____________________________
11. whister ____________________________
12. calcumvent ____________________________
13. tampillage ____________________________
14. chumertracing ____________________________
15. donagrant ____________________________

* Botel Reading Inventory 1961, 1962.

Check List:

Makes many errors on first part of word _________.

Makes many errors on middle part of word _________.

Makes many errors on ending of word _________.

Depends mainly on general appearance of the word _________.

Depends mainly on sounding out individual letters _________.

Depends mainly on naming the letters _________.

Recognizes letter sounds, phonograms, syllables, but doesn't blend well _________.

Uses a consistent method of word attack _________.

Lacks any consistent method of word attack _________.

Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee ______________________________
(Last) (First)

Date of Testing ______________ **Examiner** ______________

SURVEY OF TESTS -- TRAINEE'S PROFILE

Guidelines for Starting a Sequential, Developmental Instructional Program in Reading

Gates Reading Survey

Date Administered ______________

Vocabulary Subtest: **Raw Score** ____________

Grade Score ____________

Comprehension Subtest: **Raw Score** ____________

Grade Score ____________

Diagnostic Battery Results

WORD RECOGNITION	**Estimated Reading Level**
Botel Word Recognition Test	____________
Gates Untimed Word Recognition Test	____________
WORD ANALYSIS SKILLS	
Botel Phonics Mastery Test	____________
Gates Untimed Word Recognition	____________
Gates Oral Reading Paragraphs	____________
READING COMPREHENSION	
Botel Word Opposites Test	____________
Informal Reading Inventory Test	____________

Reference Points for the Student's Instructional Plan

SRA Reading Laboratory ________ **Color Code** ________

Reading for Understanding Laboratory ________
Color Code ________

Independent Reading Level ______________________
(One year below instructional level)

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee____
(Last) (First)

Date of Testing____________ Examiner____________________

I Checklist of Word Analysis Skills

✓ for Known X for Uncertain

1. Single Consonants Beginning____ Medial____ Final____
2. Consonant Pairs Blends____ Digraphs (ch, th)____
3. Triple Consonants ____________
4. Long Vowels a_____ e_____ i_____ o_____ u_____ y_____
5. Short Vowels a_____ e_____ i_____ o_____ u_____
6. Vowel Pairs ai, ea, oa_____ oo_____ ou, oi, oy_____
7. Sound Groups of Families (ill, ed, ad, en)____ (ay, ite, oke, ain)____ (ought, ough)_____
8. Common Endings: s___ es___ ed___ ing___ ly___ ent___ tion___
9. Can Find Common Words in Larger Words: ending___ fortune___ Testimony___ musician___
10. Can Count the Number of Syllables in a Word _____
11. Can Break a word into Syllables: First Syllable Only_____
    Last Syllable_____
    All Syllables_____
12. Can Apply the Rules for Syllabication_____
13. Can Apply Generalizations for Accenting Syllables_____
14. Can Identify Common Prefixes (i.e., re, be, pre)_____
15. Can Identify Common Suffixes (i.e., ish, ment, ward)_____
16. Can Identify Common Syllables (i.e., ble, ty, ter)_____

II WORD ATTACK SKILLS

1. Has No System for Attacking Strange Words_____
2. Relies on Phonetic Analysis Only_____
3. Can Employ a Number of Word Attack Strategies_____

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee____
(Last) (First)

Date of Testing______________ Examiner____________________________

ORAL READING CHECKLIST

I Analysis of Errors in Each Paragraph Read Aloud

	I	II	III	IV	V
Syllables Omitted					
Words Omitted					
Words Added					
Repetitions					
Mispronunciations					
Full Reversals					
Reversal of Parts					
Wrong Order					
Wrong Beginnings					
Wrong Middles					
Wrong Endings					
Several Parts Wrong					
Total Errors in Each Paragraph					

II Summary of Oral Reading Performance

Reads slowly, word by word. _____

Reads slowly, phrasing and emphasis poor. _____

Reads rapidly, phrasing and emphasis poor. _____

Reads rapidly, skipping or mispronouncing unfamiliar words. _____

Seems nervous, tense, insecure. _____

Reads in monotone. _____

Reads with artificial expression. _____

Voice higher pitched than conversational tone. _____

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee______________________________

SPELLING DIAGNOSTIC PROFILE

Observation of Student Test Performance

Summary of Diagnostic Findings

1. Instructional Level in Spelling ____________________
2. General Spelling Ability ____________________

Major Strengths ____________________

____

____

Major Weaknesses ____________________

____

____

3. Word Study Techniques Usually Employed

____

____

____

ADDITIONAL COMMENTS

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee____
(Last) (First)

Assigned Teacher____________________ **Room**______ **Hours**__________

A MAP OF BASIC SKILLS IN READING

SIGHT VOCABULARY OR SIGHT WORDS — LEVEL I

Sight words or words recalled, recognized, as a whole.

These are the one-look, no-stop words that cause no trouble when you read a book, magazine or newspaper.

For example: go, N.Y.C., East Side, Viet Nam, T.V.

	SKILL POWER	REVIEW
1. Can look at words like these and say them at once. Sight Word Sample: bed, who, ten, sad, kite, much, before, flies, bought (315 Basic Sight Words)	☐	☐
2. Can pronounce a large number of words used in magazines and newspapers. Sight Word Sample: candidate, lonely, revolt, after, questions (1,000 Common Sight Words)	☐	☐
3. Can recognize a large number of special words at sight. Sight Word Sample: Mobilization for Youth, counselor, wall board, Avenue B, application, engine, interview, crew chief (685 Special Sight Words)	☐	☐
Total Number of Sight Words at Level I — 2,000	☐	

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee______________________________________
(Last) (First)

Assigned Teacher______________________ Room______ Hours________

A MAP OF BASIC SKILLS IN READING

VOCABULARY DEVELOPMENT — LEVEL I

Any printed word has a form to be seen--a group of letters. The word form ASTRONAUT stands for a pronunciation and a meaning. To read a word, you must look at the form, speak or think the pronunciation, and understand the meaning.

Whenever you come across a strange word, you are faced with a problem. How can you find out what it says and means? For each new word, then, the reader must have a plan of attack to master its form and learn its meaning.

CAN HANDLE THE IMPORTANT PARTS OF A STRANGE WORD

	SKILL POWER	REVIEW
1. Knows the name of each letter.		
M o B i L I z a T i O N	☐	☐
2. Knows the letter sounds s-i-t, pl-ay, b-e-n-t	☐	☐
Single Consonants: car, cent, out, mad debt, fill	☐	☐
Consonant Pairs: thin, shop, child trap, blast, gray	☐	☐
Triple Consonants: string, split, three	☐	☐
Long Vowels: ate, eat, side, coat, use	☐	☐
Short Vowels: fan, get, run, if, stop	☐	☐
Vowel Pairs: auto, look, grow, saw, boil	☐	☐
3. Knows common sound groups or families:		
though, fill, kite, ten, pad, train	☐	☐
4. Can find common words in a large word:		
airplane, brakeman, pickpocket	☐	☐
5. Knows common endings of words:		
madly, going, jumped, runs	☐	☐
6. Can find the root of a common word:		
flies (fly), forbidden (forbid)	☐	☐
7. Can find the syllables in a long word:		
lad-der, ba-by, un-der-stand, re-peat	☐	☐

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee________________________________ __________
(Last) (First)

Assigned Teacher______________________ Room_____ Hours_______

A MAP OF BASIC SKILLS IN READING

VOCABULARY DEVELOPMENT — LEVEL I

SKILL POWER / REVIEW

1. Attacks a new word by using known words.

   ending (end-ing), forward (for-ward) ☐ ☐

2. Attacks a new word by using common syllables.

   ta-ble, na-tion, for-tune ☐ ☐

3. Uses first consonants and the whole sentence.

   This dr___ the dog nearly mad. (drove)

   "I l___ raw meat to eat." (like) ☐ ☐

4. Uses different word part skills and the whole sentence to identify a strange word.

   The boss worked in a big o_____.
   The boss worked in a big of or off___.
   The boss worked in a big off-ice, of-fice.

   The new word is office. ☐ ☐

CAN UNLOCK THE MEANING OF A STRANGE WORD.

1. By using the whole sentence to get at the meaning of the word. ☐ ☐

2. By using the dictionary to check on the meaning of an unknown word.

   He was known as the meanest man in town. ☐ ☐

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee____
(Last) (First)

Assigned Teacher__________________________ Room______ Hours__________

A MAP OF BASIC SKILLS IN READING

READING FOR MEANING -- LEVEL I

Every writer tries to say something to a reader. Sometimes the reader's work is easy. He can get at the ideas the writer is trying to put across without strain. At other times, the reader must use all his skills to get hold of what the writer is trying to say. One of the most important skills in reading is getting at the meaning of what you read. It is a difficult skill to master, but the goal of reading for meaning is within the reach of every person.

SOLVING PROBLEMS IN GETTING MEANING FROM A PRINTED PAGE

	SKILL POWER	REVIEW
1. Understands what is read when the sentences used are simple:		
A man from the North went to Florida's Orange Lake.	☐	☐
2. Understands what is read when the sentences used are more complicated:		
Your parachute opens like a large flower.	☐	☐
3. Understands the meaning of an unknown word from its context.		
He took his boat into a small bay.	☐	☐
4. Finds the main idea.		
How to get safely out of a plane.	☐	☐

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee____
(Last) (First)

Assigned Teacher____________________ Room_____ Hours_____

A MAP OF BASIC SKILLS IN READING

SIGHT VOCABULARY OR SIGHT WORDS — LEVEL II

Sight words are words recalled or recognized as a whole. These are the one-look, no-stop words that do not stop the flow of your reading.

For example:______________________________
go, N.Y.C., Brooklyn, Viet Nam, T.V.

1. Can recognize and pronounce words that commonly appear in books, magazines and newspapers.

   Sight Word Sample: Skill Power Review

   suspicion, contraband, supersonic, forbidden, transport

   (1,500 Common Sight Words) ☐ ☐

2. Can recognize and pronounce words that are important in content fields, i.e., history, science, mathematics.

   Sight Word Sample:

   Mediterranean, revolt, atmosphere, department, angle

   (750 Technical Words) ☐ ☐

3. Can recognize and pronounce almost all words used on the job, in the community, and in self-selected reading materials.

   Sight Word Sample:

   interview, crew chief, counselor, application, population, confusion

   (750 Special and Personal Sight Words) ☐ ☐

Total Number of Sight Words at Level II — 3,000 ☐

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee______________________________________
(Last) (First)

Assigned Teacher__________________________ Room_______ Hours_______

A MAP OF BASIC SKILLS IN READING

VOCABULARY DEVELOPMENT — LEVEL II

Any printed word has a form to be seen—a group of letters. The word form ASTRONAUT stands for a pronunciation and a meaning. To read a word, you must look at the form, speak or think the pronunciation and understand the meaning.

Whenever you come across a strange word, you are faced with a problem. How can you find out what it says and means? For each new word, then, the reader must be prepared with a plan of attack to master its form and to unlock its meaning.

CAN EMPLOY MORE REFINED WORD ATTACK SKILLS

SKILL POWER REVIEW

1. Knows letter names, letter sounds, common sound groups.

   H-u-d-s-o-n fr ight en ill, ake, ain ☐ ☐

2. Can attack new words in two or three different ways.

   By using the root word and common ending

   travel er ☐ ☐

   By dividing the word into syllables

   trav-el-er ☐ ☐

   By using first consonants and the whole sentence

   The tr_____ rested after his long trip. ☐ ☐

3. Knows that the number of syllables in a word is determined by the number of sounded vowels.

	No. of vowels	No. of sounds	
raid	2	1	
difficult	3	3	☐ ☐

4. Knows the rules or generalizations for dividing words into syllables.

hămmer, lădder	vowel-consonant/consonant-vowel	
tīger, pāper	vowel/consonant-vowel	
cămel, wăgon	vowel-consonant/vowel	
cable, rifle	consonant joins the le to form the last syllable.	
re-peat, hope-ful	prefixes and suffixes form their own syllables.	☐ ☐

5. When reading words of two or more syllables, one syllable receives more stress.

   cón-quest as-cént
   dis-tínct-ly op-posé ☐ ☐

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Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee____
(Last) (First)

Assigned Teacher____________________ Room________ Hours____________

A MAP OF BASIC SKILLS IN READING

VOCABULARY DEVELOPMENT — LEVEL II (Continued)

SKILL POWER REVIEW

6. Uses correctly the rules or generalizations for accenting syllables.

   In two or three syllable words the accent is usually on the first syllable:

   hes'-i-tate, jus'-tice

   If suffixes and prefixes have been added to a word, the root word is usually accented:

   re-quire', threat'-en ☐ ☐

7. Can identify most common suffixes and prefixes.

   prefixes: a, ad, be, con, de, etc.

   suffixes: able, en, ence, ty, etc. ☐ ☐

8. Can use a combination of word attack methods to identify a difficult multisyllable word.

reorganization	Uses knowledge of prefixes and suffixes
re tion	
or-ga	Uses syllabication rules v-c/c-v
i - za	Vowel rule--open syllable
gan	Vowel rule--closed syllable
organiz (e)	Uses root word

☐ ☐

9. Can use the dictionary to check pronunciation.

frak-shon	a part of a unit
matyoor' a ti	full development

☐ ☐

10. Can apply the meanings of common prefixes and suffixes.

invent-or	or one who
em-ploy	em-before

☐ ☐

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee____
(Last) (First)

Assigned Teacher__________________________Room______ Hours__________

A MAP OF BASIC SKILLS IN READING

VOCABULARY DEVELOPMENT — LEVEL II SKILL POWER REVIEW

CAN UNLOCK THE MEANING OF A STRANGE WORD

1. Can identify the meanings of unknown words through the use of context clues. ☐ ☐

2. Can use the dictionary to choose the correct meaning for a strange word. ☐ ☐

3. Can use root words to get at the meaning of strange words. ☐ ☐

4. Can identify the meanings of unknown words through the use of context clues.

   The courier, a special messenger from the king, ...

   The cat escaped by stealing past his master.

   Windows rattled, trees shook as the typhoon approached.....

   A decompression chamber was used after the divers finished their work on the bottom of the bay.

   Mets blasted the Giants 18-3 yesterday. ☐ ☐

5. Can use the dictionary to choose the correct meaning for a strange word.

   His mean nature showed itself when the dog refused to stop barking. ☐ ☐

mean:

1. inferior in grade and quality
2. low in station or rank
3. of little importance
4. troublesome, vicious

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Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee____
(Last) (First)

Assigned Teacher____________________ Room________ Hours__________

A MAP OF BASIC SKILLS IN READING

READING FOR MEANING -- LEVEL II

SOLVING PROBLEMS IN GETTING MEANING FROM A PRINTED PAGE

SKILL POWER REVIEW

1. Understands what is read when the sentences used are simple.

   A man from the North went to Florida's Orange Lake. ☐ ☐

2. Understands what is read when the sentences used are more complicated.

   If these pests get into the country, they may ruin many crops. ☐ ☐

3. Understands the meaning of an unknown word from its context.

   Smugglers often sneak valuable contraband past customs. ☐ ☐

4. Can find the two main ideas.

   Why do they check articles brought into this country?

   (1. Taxes should be paid on articles.)
   (2. Smugglers bring in fruit and vegetables.) ☐ ☐

5. Is able to draw good inferences or conclusions.

   Are customs officers important to our country? ☐ ☐

6. Is able to locate required information in a book by using various parts of a book: the title, the table of contents, the chapter headings, the index.

   Index: fire causes 134, 136; department 120;
   forests 159; insurance 116; losses 115;
   prevention 132, 133; rural 158. ☐ ☐

7. Can use a variety of source materials to get the answers to personal or assigned questions. ☐ ☐

   - ☐ (a) Library card catalog
   - ☐ (b) The Encyclopedia
   - ☐ (c) An Atlas
   - ☐ (d) World Almanac or Information Please Almanac
   - ☐ (e) Reference Volumes; i.e., Reader's Guide, Handyman's Encyclopedia

8. Is able to establish a purpose for reading a selection.

   For example: Looks for a certain fact.
   Wants to get a general idea of its content.
   Tries to identify the main idea.
   Looks for the answers to certain questions.
   Wants to get rough idea of its organization or plot. ☐ ☐

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee ______________________________
(Last) (First)

Assigned Teacher ______________________________ Room______ Hours______

A MAP OF BASIC SKILLS IN READING

READING FOR MEANING -- LEVEL II

SOLVING PROBLEMS IN GETTING MEANING FROM A PRINTED PAGE (Continued)

SKILL
POWER REVIEW

9. Can skillfully employ the Survey Q3R method. ☐ ☐

   SURVEY: Why am I reading this selection?
   What do I know about it already?
   What do I want to find out?

   Q: Questions the reader wants to answer or questions posed by the author.

   3R: Careful Reading, careful Review and Recite to put the reading into a form in which it will be used.

10. Is able to read thoughtfully and critically. ☐ ☐

    (a) Knows the difference between a fact and an opinion.

    (b) Has techniques for testing the truthfulness, the correctness of statements and ideas.

11. Is able to follow a longer and more complicated list of directions. ☐ ☐

    (a) Reads the entire list through to get a general idea of pattern and sequence of the directions.

    (b) Carefully re-reads the directions to get a clear idea of understanding of each step.

    (c) Tries to visualize each step to get a clearer picture of the materials needed to complete the task.

    (d) Understands the need for a quick mental review before applying directions.

12. Has developed "good" reading habits. ☐ ☐

    ☐ (a) Sets specific goals before beginning to read.

    ☐ (b) Has a plan for achieving his goals or purpose for reading.

    ☐ (c) Can change his approach to material based on type of material read.

    For example: A newspaper article
    A detective story
    A technical manual--automotive, bookkeeping, hospital

    ☐ (d) Reads with the goal of organizing, remembering and using the ideas presented in the selection.

    ☐ (e) Tries to relate what is read to one's own life--family, growing up, city problems.

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee ______________________________
(Last) (First)

Assigned Teacher ____________________ Room_______ Hours__________

TEACHER'S GUIDE

A MAP OF BASIC SKILLS IN READING

SIGHT VOCABULARY OR SIGHT WORDS -- LEVEL III

Sight Words: "Words recalled or recognized as a whole rather than by its parts and blended together to form the whole."

For example ______________________
avenue, August, delivery, occupation

1. Can recognize and pronounce words that do not appear with great frequency in books, magazines and newspapers.

   Sight Word Sample: coordination, guile, hygienic, monoxide, refute, salvage, shrinkage, underline, zenith

   (3,000 Common Sight Words)

2. Can recognize and pronounce words in specialized subjects that appear infrequently in everyday reading materials.

   Sight Word Sample: radical, variable, formula, proposition, exposition, synopsis, glacier, typhoon, erosion, posture, suffrage

   (1,500 Technical Sight Words)

3. Can recognize and pronounce all printed words used on the job, in the community and in self-selected reading materials.

   Sight Word Sample: transmission, social security, flange, automation, gauge, psychiatrist, plasterer, rehabilitation, racists

   (2,000 Special and Person Sight Words)

Total Number of Sight Words at Level III -- 6,500

Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee ____
(Last) (First)

Assigned Teacher ______________________________ Room______ Hours__________

TEACHER'S GUIDE

A MAP OF BASIC SKILLS IN READING

VOCABULARY DEVELOPMENT -- LEVEL III

Any printed word has a form to be seen--a group of letters. The word form--astronaut--stands for a pronunciation and a meaning. To read a word, you must look at the form, speak or think the pronunciation and understand the meaning.

Whenever you come across a strange word, you are faced with a problem. How can you find out what it says and means? For each new word, then, the reader must be prepared with a plan of attack to master its form--say it--and to unlock its meaning.

CAN EMPLOY MORE REFINED WORD ATTACK SKILLS

1. Knows letter names, letter sounds and common sound groups.

   G-e-m-i-n-i   fr a c t u r e̸   bl ight ed

2. Can use the rules for identifying vowel sounds.

   a) Short vowel rule   smock, ap ple, ox

   b) Long vowel rule   dē part, tō ken

   c) Double vowel rule   brāi̸n, clōa̸k, clēa̸n

   d) The final e rule   brōke̸, brāce̸, clōve̸

   e) Vowel sounds controlled by r, w, l: curl, claw, fal ter

   When c is followed by a, o or u

3. Can apply the generalizations or rules for dividing words into syllables.

   a) Every syllable contains a sounded vowel.

      dep-u-ty, lo-co-mo-tive, loi-ter, sav-age

   b) When two consonants appear between two vowels.

      hor-rid, ras-cal, op-pose

   c) When the consonant is preceded and followed by a vowel.

      tō-ken, rī-val, pā-per

   d) When a word ends in le the consonant becomes part of the final syllable.

      sam-ple, ta-ble, ri-fle

   e) When the suffix ed is preceded by d or t, a separate syllable is formed.

      blast-ed, fend-ed, closet-ed

   f) When words contain prefixes or suffixes, the prefix or suffix generally forms a separate syllable.

      re-quire, threat-en, in-sig-nif-i-cant

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee ______________________________
(Last) (First)

Assigned Teacher ____________________ Room ________ Hours ____________

TEACHER'S GUIDE

A MAP OF BASIC SKILLS IN READING

VOCABULARY DEVELOPMENT -- LEVEL III (Continued)

4. Knows and can apply the rules or generalizations for accenting syllables.

   a) When the word is an inflected or derived form.

      soft-ly, help-less, grasp-ing

   b) When a word has two or three syllables, the accent is usually on the first syllable.

      mag-ni-fy, hes-i-tate, jus-tice

   c) When the first vowel is followed by a double consonant, the first syllable is usually accented.

      ham-mer, grap-ple, lad-der

   d) When prefixes and suffixes are added to a word, the root word is usually accended.

      re-pay-ment, trans-por-ta-tion

   e) When words end in tion or sion, the syllable before the suffix is accented.

      trans-por-ta-tion in-ci-sion

5. Can identify and knows the meanings of all common prefixes and suffixes.

   prefixes: a, ad, be, con, de, dis, ex, in, etc.
   suffixes: able, en, ence, full, hood, tion, etc.

6. Can use the dictionary to check the pronunciation of a very unusual word.

   sanguineous, san-guin-e-ous sang-gwin-i s

7. Knows how to recognize familiar elements in derived forms.

   re-mov-a-ble re -- prefix
   mov -- root word
   ble -- suffix

8. Knows how words are built up from common roots or stems.

   mob -- automobile mov -- movable

9. Can employ knowledge of phonetic and structural elements to attack an unfamiliar or strange word.

   transcontinental -- trans al
   trans continent al
   trans-con-ti-nent-al

   trans-con-ti-nen-tal

   consternation -- con tion

   con-ster-na-tion

Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee ______________________________
(Last) (First)

Assigned Teacher______________________ Room_______ Hours__________

TEACHER'S GUIDE

A MAP OF BASIC SKILLS IN READING

VOCABULARY DEVELOPMENT -- LEVEL III (Continued)

10. Can discriminate between words which are confused because of configuration--similar in sound and form, but not in meaning.

invisible -- indivisible
ethic -- ethnic
illusive -- elusive
incredible -- incredulous

CAN UNLOCK THE MEANING OF A STRANGE WORD

1. Can recognize and use basic elements in words to unlock their meanings.

semi-circle super-fi-cial

in-voluntary self-control

super-in-ten-dent

2. Knows the meanings of all common prefixes and suffixes.

ic	like, made of	tragic, plastic
ex	out of, from	export, exclaim

3. Can form and analyze words from stems, prefixes and suffixes.

theo-cracy, spectro-graph, anglo-phobia

4. Recognizes how new words are created to build new concepts.

astro-naut, astro-physicist, radio-active

5. Understands that a shift in accent can change the meaning of a word.

re'-cord -- information in writing

re-cord' -- write down

Try: con-test' and con'-test

6. Understands that many words may have several meanings.

The musician pounds on the base drum.

He did not have enough money to buy three pounds of butter.

Run, in a popular dictionary, has 29 different meanings.

7. Recognizes that word meanings change from time to time.

The word bank originally was used to describe a wooden low seat or bench.

Bank is now used to express many meanings:

bank -- a repository for money
bank -- the edge of a river
bank -- a slow, angled turn

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee____
(Last) (First)

Assigned Teacher______________________ Room________ Hours__________

TEACHER'S GUIDE

A MAP OF BASIC SKILLS IN READING

VOCABULARY DEVELOPMENT -- LEVEL III

CAN UNLOCK THE MEANING OF A STRANGE WORD (Continued)

8. Understands and can interpret figures of speech and other language forms.

   His head was hard as a rock.
   She hit the nail on the head.
   His ten cent gift was very gracious.

9. Can select the proper meaning when a word can be used as several parts of speech.

   No talking is permitted in this study hall.

   I have a new plan for studying my automotive manual.

   Subject as a noun mean ___________.
   Subject as a verb means __________.

10. Can define a word by using the context of the sentence.

    He glanced at the odometer in his car to estimate the distance he had covered.

11. Can define a word by using a known synonym.

    The adamant judge rejected all pleas to review the case.

12. Can define or get at the meaning of a word from background of the story.

    The crowd grew weary and restless. When the train finally arrived, there was a headlong exodus through the gates.

13. Can uncover the meaning of anew word by using contrast or comparison.

    They were completely opposite types. While he was calm and phlegmatic, she was very excitable.

14. Is skillful in using the dictionary to locate the correct meanings of words -- for example: recognizes multiple meanings, shades of meaning and the need to fit the meaning to the context.

    He clung to a wisp of grass. (bunch or bundle)

    There was not a wisp of truth in the story. (shred)

    She was a mere wisp of a woman. (fragment)

Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee ______________________________
(Last) (First)

Assigned Teacher ______________________ Room ________ Hours ________

TEACHER'S GUIDE

A MAP OF BASIC SKILLS IN READING

READING FOR MEANING -- LEVEL III

Comprehension: 1. The act of understanding the meaning or nature of, to know.

2. The capacity of the mind to understand; power to grasp ideas; ability to know.

***** 3. Act of understanding the meaning of printed and spoken language.

SOLVING PROBLEMS IN GETTING MEANING FROM A PRINTED PAGE

1. Understands the meaning of what is read when a sentence contains clauses and phrases.

   "After seeing sharks swim on unshaken with harpoons through the head, deep spear gashes on the body and even after sharp explosions near their brains, we place no reliance in knives as defensive arms."

2. Can identify the main idea of a paragraph when it is in the first sentence or middle or last sentence or in a combination of sentences.

   The British jet landed at 12 noon. As the door opened the crowd of girls screamed and yelled. Teen-agers were yelling for autographs or souvenirs. They surged against the police guard lines. The visitors smiled and waved at their fans.

   Main Idea: The Beatles got their usual greeting.

3. Can grasp the writer's plan for his selection and understands the organizing ideas.

   For example: Is able to answer most or all of the following questions--

   What is the basic problem, issue or topic?
   How does the writer support his main idea?
   In what order is his materials or argument presented?
   Etc.

4. Can write in his own words a good outline or summary of the selection read:

   Chapter on Germany as a Trading Nation

   Before World War I, Germany was doing a huge business in world trade. Then her defeat in World War I gave her trade a set back. After her second defeat in World War II she........

5. Can skim skillfully for different purposes.

   ___ a) To find a particular date, name or phrase.

   ___ b) To find an answer to a specific question:

   What clues did the thief leave behind?

MOBILIZATION FOR YOUTH, INC.
Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee ______________________________________
(Last) (First)

Assigned Teacher____________________ Room______ Hours__________

TEACHER'S GUIDE

A MAP OF BASIC SKILLS IN READING

READING FOR MEANING -- LEVEL III

SOLVING PROBLEMS IN GETTING MEANING FROM A PRINTED PAGE (Contined)

___ c) To get ageneral idea or a total impression:

Pick out words in a paragraph that give general thought--advances, aircraft, safety, radar, ejection seats, disabled craft, firing mechanisms.

___ d) To get the main idea:

Read only the first and last sentences: if necessary, look to the middle of the paragraph.

Read only subheads and topic sentences of each paragraph in the chapter.

___ e) To find out what questions the passage, story or selection will answer:

What information does it contain on protection from disease? Find the words: vaccine, antitoxin, immunity, miracle drugs.

___ f) To get clues to organization and plot:

Opening sections of story set the mood.... dark, dreary, windswept, stormy night

Opening sections let you in on the author's position on his topic... The Welfare octopus is strangling the free enterprise system.

6. Is able to distinguish fact from opinion, recognizes slanted writing.

Fact or Opinion: John F. Kennedy was the greatest President we ever had.

The new vaccine will prevent an epidemic.

Slanted Writing: When you purchase this set of reference books, watch your marks improve.

7. Can evaluate sources of material in different ways.

☐ a) Can choose books, chapters, articles that fit the purpose of the reader.

☐ b) Can assess the qualifications of the author to write on the subject: Willy Mays on Baseball or Boxing

☐ c) Is sensitive to presentation of material. Can spot emotion packed words, glowing generalities, unsupported generalizations.

No toy is so safe for infants.
Air travel is dangerous.
Most dentists use Acto mouthwash.

Division of Educational Opportunities
Department of Remedial Education
Diagnostic Test Battery (Revised)

Name of Trainee ______________________________
(Last) (First)

Assigned Teacher ______________________ Room ______ Hours ________

TEACHER'S GUIDE

A MAP OF BASIC SKILLS IN READING

READING FOR MEANING -- LEVEL III

SOLVING PROBLEMS IN GETTING MEANING FROM A PRINTED PAGE (Contined)

☐ d) Can draw conclusions based on facts.

> After one week you will see how this cream has given you new beauty.
>
> Use Bryllcream and the girls won't be able to resist you.

8. Very skillful in handling different types of comprehension questions: locates facts, identifies the main idea, can give details to support the main idea, can describe a sequence of events or ideas, can predict outcomes of a story or report and can draw accurate inferences or conclusions.

9. Can efficiently locate required information in a book, encyclopedia, and/or almanac.

10. Is able to establish a purpose for reading each time printed material is worked with.

For example: Building up interest in a topic-- Repair of Foreign Cars

Getting at the Main Argument Against the Civilian Review Board.

11. Can skillfully employ the Survey Q3R method.

SURVEY	Why am I reading this selection? What do I know about it already? What do I want to find out?
Q	Questions the reader wants answered or questions asked by the author to help the reader.
3R	Careful Reading, Careful Review and Recite to put material in a form in which it will be used.

12. Has a plan for handling the reading of long and more complicated lists of directions.

Survey-- Read second time to get each step clearly in mind. Visualize each step to determine what must be done, what materials are needed. THEN a final mental re view before applying directions.

13. Applies ideas from reading--to solve problems, to make a point, to develop an interest, to entertain someone.

14. Has developed "good" reading habits.

   a) Selects materials that are personally interesting.
   b) Has widened the scope of his reading.
   c) Changes approach, rate and reading methods according to the nature of material.
   d) Thinks as he reads--remembers what is read, can use ideas drawn from reading.
   e) Relates reading to his own life--uses ideas and information to understand events, to solve problems, enrich his own living.

APPENDIX D

MATHEMATICS SKILLS DIAGNOSTIC BATTERY

How to Use the Mathematics Skills Diagnostic Battery...........1

Mathematics Skills Diagnostic Test.......................2 - 7

Trainee's Profile Sheet..................................8 - 11

Mathematics Skills Map..................................12 - 21

HOW TO USE THE MATHEMATICS SKILLS DIAGNOSTIC BATTERY

The Mathematics Diagnostic Test is administered to all the trainees who enter the program at the earliest possible date. The test is organized in the following way. The first two pages test addition, subtraction, multiplication and division of whole numbers, in that order. These same fundamental operations are tested in verbal problems on the third page. The fourth page tests these fundamental operations using fractions. Page five begins with verbal problems involving the use of fractions. The remainder of page five tests number recognition, recognition of monetary notation and knowledge of place value. The top of page six tests the ability to convert units of measurement of time, volume and distance. The test ends with one verbal problem in computing an area, one in decimal subtraction, and one in finding a percent of a number.

Since many trainees who cannot complete pages two, three, or four can answer some of the questions on pages five and six, they should be strongly encouraged to go through the complete exam. As a result of previous test experiences, a trainee who cannot do the division examples on page two will not expect to be able to answer any questions on the subsequent pages. He may therefore need repeated encouragements to continue.

The format of the test does not require any additional paper be handed out to the trainees tested. Each page has enough space for all the necessary computations. This allows the tester to examine the computational process the trainee used to arrive at his answer. He can therefore determine the kind of error made by the trainee. For example, he can determine whether the error was due to carelessness, lack of knowledge of the multiplication tables or lack of understanding of the operation required. This enables the tester to design an individual learning program for the trainee, based on his pattern of errors and the gaps of knowledge they reveal. This information is transmitted to the instructor in the form of the Trainee's Profile Sheet.

The information on the Trainee's Profile Sheet is in the same order as it is tested for on the Mathematics Diagnostic Test. The tester can derive the material necessary to fill in the profile directly, page for page, from the student's test paper. Only the last page of the profile requires an overall evaluation of the test. This page shows how the student handles verbal problems as compared to his handling of comparable numerical examples, and the probable reasons for it. The Trainee's Profile Sheet is a tool for the instructor from which he can quickly derive a picture of the strengths and weaknesses of the trainee in mathematical computation skills.

The Mathematics Skills Map is for the instructor to use page by page with the trainee. The map is organized into a logical teaching sequence of the basic mathematical skills. Using the trainee's performance on the diagnostic test as a reference, together, the trainee and the instructor can decide at what specific point the trainee should begin his work on improving his mathematical ability. The instructor and the trainee can follow the Mathematics Skills Map's sequence, step by step. When he masters all the particular skills necessary within one operation, the trainee can move on to the next level, i.e., the next sheet of the map. The Mathematics Skills Learning Map thus serves not only as a guide to the sequence of learning mathematics, but is also an individual progress chart for the trainee. He can use it to record what he has learned. At the same time, the trainee always sees the larger picture of where he is going. He always holds his goals in the learning of mathematics clearly before him.

Number

Name ______ Date ______ Teacher ______

1) 4
+9

2) 54+7=

3) 7
3
8
6
9
4

4) Find the sum; 208; 38; 953; 125.

5) 16
- 7

6) 35
- 9

7) 246
- 69

8) $700.76
-407.39

9) Subtract 303 from 1252.

Comments

Page 2__________________
Name

10) 52
× 3
____

11) 42
× 65
____

12) 507
× 69
____

---

13) $7\overline{)49}$

14) $6\overline{)558}$

15) $17\overline{)544}$

---

16) 3855÷36=

Comments:

Name ______________

Figure It Out Here

17) You spend $1.38 for meat. How much change do you get from two dollars? ________

18) You save $2.50 a week from your Neighborhood Youth Corps check for a record player. In 15 weeks you have enough money to buy it. What is the cost of your record player? ____

9) You bought a 1961 Ford for $378. You are going to pay it off in 12 monthly payments. How much must you pay each month? _______

0) You buy 3 packs of cigarettes at 42¢ each, plus 3 bars of soap for 25¢, plus a box of tissues for 32¢. How much change should you get from a five dollar bill?

Comments: (Use other side)

NAME________________________________

---

21) 3/5
+ 1/5

22) 1/2
+ 2/3

23) 1/2
- 3/8

---

24) 4 1/8
- 2 3/8

25) 1/3 X 9 =

---

26) 2/3 X 27 =

27) 2 1/2 X 1 3/4 =

---

28) 8 ÷ 2/3 =

29) Arrange in order of size - largest fraction first:
1/3, 1/5, 1/2, 1/4, 1/8.

____, ____, ____, ____, ____.

COMMENTS:

Page 5____________________ **Figure It Out Here**

Name

30) You buy 5½ gallons of wine for a party. The guests drink up 4¼ gallons. How much wine do you have left?________.

---

31) Saturday you were supposed to travel 80 miles. You got tired and traveled only 3/4 of the way. How far did you get?________________.

---

32) You bought 3½ lbs. of hamburger meat. Each person eats 1/3 lb. How many people can you feed?________________

---

33) Sixty-eight is the same as: Circle the answer:

a) 608 b) 86

c) 68 d) 6.8

---

34) Ten thousand four is the same as:

a) 1,004 b) 10,0004

c) 10,400 d) 10,004

---

35) Thirty dollars, nine dimes and four cents is the same as:

a) $3.94 b) $30.94

c) $39.04 d) $30.094

---

36) In the number 542,631 the 4 has a value of

a) 4 hundreds b) 4 hundred thousands

c) 4 thousands d) 4 ten thousands

Comments:

"
NAME______________________________

37. Seventy-five and fifty-three hundredths is the same as:

Circle the Answer:

a. 7,553 b. 75.53

c. 755.3 d. 7.553

38. One minute = ____________ seconds.

39. 1 hour, 10 minutes = ______ minutes.

40. 1 day, 1 hour = _______ hours.

41. 2 gallons = _________ quarts.

42. 2 feet = __________ inches.

43. 38 inches = _________ yards, _________ inches.

44. You're planning to put rubber tile on your kitchen floor. Your kitchen's 7 feet by 9 feet. Each tile is 1 foot square. How many tiles do you need?

45. With a pole you jump 14.82 feet high. Your friend can clear 15 feet. How much higher can he jump than you?

46. Every week 20% of your salary is taken out for city, state and federal taxes. Your starting salary is $70. How much do you pay in taxes every week?

MOBILIZATION FOR YOUTH, INC.
DEPARTMENT OF REMEDIAL EDUCATION

ARITHMETIC DIAGNOSTIC TEST

STUDENT PROFILE SHEET

Teacher

Name of Student | Number | Date

	KNOWS	NEEDS PRACTICE	DOESN'T KNOW
I. WHOLE NUMBER COMPUTATION SKILLS			
A. ADDITION			
a. addition facts			
b. one column addition			
c. addition with carrying			
d. Sets up addition problem			
B. SUBTRACTION			
a. subtraction facts			
b. subtraction with borrowing			
c. subtraction with zeroes in top number			
d. Sets up subtraction problem			
C. MULTIPLICATION			
a. multiplication facts			
b. multiplication by one digit			
c. multiplication by two digits			
d. multiplication with zeroes			

PROFILE SHEET (cont'd)

Name of Student ______________________

	KNOWS	NEEDS PRACTICE	DOESN'T KNOW
D. **DIVISION**			
a. division facts			
b. division with one digit divisor			
c. division with two digit divisor			
d. division with zero in the quotient			
II. FRACTION COMPUTATION SKILLS			
A. **ADDITION AND SUBTRACTION**			
a. addition and subtraction with common denominators			
b. finding a common denominator			
c. changing fractions to equivalents with higher denominators			
d. subtraction with borrowing			
e. reducing fractions			
f. changing an improper fraction to a mixed number			
B. **MULTIPLICATION AND DIVISION**			
a. Multiplication of a fraction by a whole number			
b. multiplication of a fraction by a fraction			
c. changing a mixed number to a fraction			
d. the operation of division of fractions			
C. **CONCEPT OF FRACTIONAL SIZE**			

____
Name of Student

	KNOWS	NEEDS PRACTICE	DOESN'T KNOW
III. NUMERATION			
A. Word names for numbers	____	____	____
B. Writes numbers requiring knowledge of place value	____	____	____
C. Translates monetary values into arithmetical symbols	____	____	____
D. Decimal place values	____	____	____
IV. MEASUREMENT			
A. Conversion of Time Units	____	____	____
B. Conversion of Distance Units	____	____	____
C. Conversion of Volume Units	____	____	____
V. DECIMAL AND PERCENTAGE SKILLS			
A. Decimal place value	____	____	____
B. Recongizes and performs decimal subtraction problem	____	____	____
C. Recongizes and performs multiplication with percent	____	____	____

PROFILE SHEET (cont'd)

Name of Student ____________________

MOST APPLICABLE

VI. LEVEL OF STUDENT'S VERBAL PROBLEM SOLVING SKILLS

A. Language Problem, i.e. student not able to read the problems. ______

B. No basic reading problem, but for all except the simplest problems student does not attempt them because they present such a threat. ______

C. Student attempts problems at his computational level, but often confuses the operation to be performed. ______

D. Student does the verbal problems for which he can do the arithmetic computations. ______

E. Student can solve verbal problems beyond his computational level through arithmetic reasoning. ______

ADDITIONAL COMMENTS:

____

Diagnostician's Signature

MOBILIZATION FOR YOUTH, INC.
DEPARTMENT OF REMEDIAL EDUCATION

TRAINEE'S NAME ______________ INTAKE NUMBER ______________ DATE OF TESTING ______________

TRAINING ASSIGNMENT ______________ TEACHER ASSIGNMENT ______________ NAME OF TESTER ______________

MATHEMATICS SKILLS MAP

READING AND WRITING NUMBERS	KNOWS	NEEDS PRACTICE	DOESN'T KNOW
1. Reads numbers up to 999			
2. Writes numbers up to 999			
3. Reads numbers up to 999,999			
4. Writes numbers up to 999,999			
5. Reads large numbers (1,000,000 and larger)			
6. Writes large numbers (1,000,000 and larger)			

ADDITION OF WHOLE NUMBERS			
1. Addition facts $\begin{array}{r} 6 \\ +7 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$			
2. Addition vocabulary 6+7; 6 and 7; the sum of 6 and 7			
3. Addition with carrying $\begin{array}{r} {}^{1}13 \\ +\ 9 \\ \hline 22 \end{array}$			
4. Column addition $\begin{array}{r} 5 \\ 4 \\ +\ 3 \\ 8 \\ 7 \\ \hline \end{array}$			
5. 2 column addition $\begin{array}{r} 25 \\ +\ 67 \\ 33 \\ \hline \end{array}$			
6. 3 column addition, etc. $\begin{array}{r} 356 \\ +\ 487 \\ 1983 \\ \hline \end{array}$			

SUBTRACTION OF WHOLE NUMBERS			
1. Subtraction facts 9-6=3			
2. Subtraction vocabulary $\begin{array}{r} 12 \\ -\ 3 \\ \hline \end{array}$; 12-3; take 3 from 12; 12 minus 3			
3. Subraction from numbers 10 to 19; $\begin{array}{r} 13 \\ -\ 9 \\ \hline \end{array}$			
4. Subtraction from numbers up to 99; $\begin{array}{r} {}^{6}\cancel{7}{}^{1}6 \\ -48 \\ \hline \end{array}$			
5. Subtraction from numbers 100 and larger; $\begin{array}{r} {}^{9}\cancel{10}{}^{1}1 \\ -\ 56 \\ \hline \end{array}$			

MOBILIZATION FOR YOUTH, INC.
DEPARTMENT OF REMEDIAL EDUCATION

________________________ ________________________ DATE ______________
TRAINEE'S NAME TEACHER'S NAME

MATHEMATICS SKILLS MAP (continued)

MULTIPLICATION OF WHOLE NUMBERS	KNOWS	NEEDS PRACTICE	DOESN'T KNOW
1. Multiplication facts: 9x3=27			
2. Multiplication vocabulary; 9x3; $\begin{array}{r}9\\ \underline{\times 3}\end{array}$; 9 times 3; nine threes....			
3. Multiplication by Zero and One; $\begin{array}{r}5\\ \underline{\times 0}\end{array}$, $\begin{array}{r}0\\ \underline{\times 5}\end{array}$, $\begin{array}{r}5\\ \underline{\times 1}\end{array}$, $\begin{array}{r}1\\ \underline{\times 5}\end{array}$			
4. Multiplication by Tens; $\begin{array}{r}10\\ \underline{\times 7}\end{array}$, $\begin{array}{r}30\\ \underline{\times 7}\end{array}$			
5. Multiplication with a many place number by a one place number			
a. 2 place number: $\begin{array}{r}15\\ \underline{\times 4}\end{array}$			
b. 3 place number: $\begin{array}{r}450\\ \underline{\times 4}\end{array}$; $\begin{array}{r}456\\ \underline{\times 4}\end{array}$			
6. Multiplication with a many place number by a two place number			
a. 2 place number: $\begin{array}{r}25\\ \underline{\times 42}\end{array}$			
b. 3 place number: $\begin{array}{r}256\\ \underline{\times 42}\end{array}$			
7. Multiplication of a many place number by a three place number: $\begin{array}{r}326\\ \underline{\times 481}\end{array}$			

MOBILIZATION FOR YOUTH, INC.
DEPARTMENT OF REMEDIAL EDUCATION

TRAINEE'S NAME ____________________ TEACHER'S NAME ____________________ DATE ____________________

MATHEMATICS SKILLS MAP (continued)

DIVISION OF WHOLE NUMBERS	KNOWS	NEEDS PRACTICE	DOESN'T KNOW
1. Division facts: 27 ÷ 3			
2. Division vocabulary: $3\overline{)27}$; 27 ÷ 3; 27 divided by 3; $\frac{27}{3}$....			
3. Division by 1 and 0: $1\overline{)9}$; $9\overline{)0}$			
4. Division by a one place number with a remainder: 55 ÷ 9			
5. Division by a one place number into a larger number: 556 ÷ 9; 5567 ÷ 9....			
6. Division by a two place number: $23\overline{)46}$; $23\overline{)487}$; $23\overline{)4976}$			
7. Division by larger numbers: $238\overline{)95,678}$			

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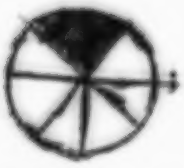
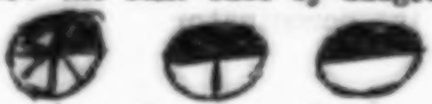
MATHEMETICS SKILLS MAP (continued)

FRACTIONS: LEVEL I

Concept of Fractions	KNOWS	NEEDS PRACTICE	DOESN'T KNOW
1. What a fraction is  ; 1 out of 7...	______	______	______
2. What the numerator and denominator represent:	______	______	______
3. Fractions which are the same size by diagram:  $\frac{4}{8} = \frac{2}{4} = \frac{1}{2}$	______	______	______
4. Uses of "1" a. Fractions equal to 1: $\frac{2}{2}; \frac{3}{3}$	______	______	______
b. Fractions equal to each other 1. when you multiply by "1": $\frac{2 \times 2}{3\ 2} = \frac{4}{6}$	______	______	______
2. when you divide by "1" (reducing fractions) $\frac{6}{9} \div \frac{3}{3} = \frac{2}{3}$	______	______	______
5. Fractions greater than 1 (Improper fractions) a. Recognizes improper fraction: $\frac{9}{8}$	______	______	______
b. Converts improper fraction to mixed number: $\frac{9}{8} = 1\frac{1}{8}$	______	______	______
c. Converts mixed number to improper fraction: $1\frac{5}{8} = \frac{13}{8}$	______	______	______

MOBILIZATION FOR YOUTH, INC.
DIVISION OF REMEDIAL EDUCATION

Trainee's Name ______________ Teacher's Name ______________ Date ______________

FRACTIONS: Level I (cont'd.)

Addition and Subtraction of Fractions

	Knows	Needs Practice	Doesn't Know
1) with common denominators: $\frac{3}{5} + \frac{1}{5}$; 3 fifths +1 fifth			
2) when the common denominator is the denominator of one of the fractions $\frac{1}{2} + \frac{3}{8}$			
3) when the common denominator has to be found: $\frac{3}{4} + \frac{2}{3}$			
4) addition with mixed numbers: $2\frac{2}{5} + 4\frac{4}{5}$			
5) subtraction of fractions with borrowing			

MOBILIZATION FOR YOUTH, INC.
DIVISION OF REMEDIAL EDUCATION

____________________	____________________	__________
Trainee's Name	Teacher	Date

FRACTIONS: LEVEL II

Multiplication of Fractions	Knows	Needs Practice	Doesn't Know
1. Fraction with numerator of "1" multiplied by a whole number: $\frac{1}{4} \times 12$.	____	____	____
2. Any fraction multiplied by a whole number: $\frac{2}{3} \times 10$	____	____	____
3. Fraction times a fraction: $\frac{3}{4} \times \frac{1}{5}$; $\frac{3}{4}$ of $\frac{1}{5}$			
4. Multiplication of Mixed Numbers			
a) Whole number times a mixed number: $3 \times 5\frac{1}{2}$; $\begin{array}{r} 5\frac{1}{2} \\ \underline{\times\ 3} \end{array}$	____	____	____
b) Fraction times a mixed number: $\frac{1}{2} \times 5\frac{1}{3}$			
c) Mixed number times a mixed number: $2\frac{1}{3} \times 5\frac{1}{2} = \frac{7}{3} \times \frac{11}{2}$			
5. Converting a complex fraction to a simple fraction to a simple fraction			
a) with a fraction as numerator and whole number as denominator: $\frac{\frac{4}{5}}{3} = \frac{4}{15}$			
b) with a whole number as a numerator and fraction as denominator: $\frac{3}{\frac{4}{5}} = \frac{15}{4} = 3\frac{3}{4}$	____	____	____
c) with a fraction in numerator and denominator: $\frac{\frac{3}{4}}{\frac{1}{9}} = \frac{27}{4} = 6\frac{3}{4}$	____	____	____

MOBILIZATION FOR YOUTH, INC.
DIVISION OF REMEDIAL EDUCATION

Trainee's Name ____________________

Teacher ____________________

Date ____________________

Fractions: Level III

Division of Fractions	**Knows**	**Needs Practice**	**Doesn't Know**
1. Division of a Whole Number by a fraction with a whole number answer			
a. with a fraction with a numerator of "1": $2 \div \frac{1}{4}$			
b. with any fraction: $6 \div \frac{2}{3}$			
2. Division of a whole number by a fraction with an answer including a fraction: $5 \div \frac{2}{3} = 7\frac{1}{2}$			
3. Division of a mixed number by a fraction: $9\frac{1}{2} \div \frac{1}{3}$			
4. Division of a fraction by a fraction			
5. Division of a fraction by a whole number or a mixed number: $\frac{1}{2} \div 5$; $\frac{1}{3} \div 2\frac{1}{8}$			
6. Division of a mixed number by a whole number or by a mixed number: $1\frac{1}{3} \div 2$; $1\frac{1}{5} \div 1\frac{1}{8}$			

MOBILIZATION FOR YOUTH, INC.
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Trainee's Name ______________ Teacher ______________ Date ______________

DECIMALS: LEVEL I

Extending Decimal Place Value System to Include Decimal Fractions.	Knows	Needs Practice	Doesn't Know
1. Function of Decimal Point			
2. Place value relationships			
3. Names decimals			
4. Equivalent decimal fractions: $.4 = .40 = .400$			
5. Comparing decimal sizes			
6. Rounding-off decimals .789 to .79 to .8			
7. Rounding-off whole numbers: 187 to 190 to 200			
8. Converting decimals to fractions $.071 = \frac{71}{1000}$			
9. Converting common fractions of tenths, hundredths, thousandths to decimals			
a. fractions with a value less than 1: $\frac{75}{100} = .75$			
b. fractions with a value greater than 1: $\frac{757}{100} = 7.57$			
10. Converting fractions able to be changed into tenths, hundredths, thousandths into decimals: $\frac{4}{25} = \frac{16}{100} = .16$			
11. Converting any fraction into a decimal: $\frac{4}{7} = .57\frac{1}{7}$			
12. Converting any number into a decimal: $3\frac{4}{7} = 3.57\frac{1}{7}$			

MOBILIZATION FOR YOUTH, INC.
DIVISION OF REMEDIAL EDUCATION

TRAINEE'S NAME ______ TEACHER ______ DATE ______

DECIMALS: LEVEL II

Addition and Subtraction of Decimals	Knows	Needs Practice	Doesn't Know
1. Addition of decimals when set-up: .15 .8 .309			
2. Setting up addition problems: .5 + .89			
3. Setting up addition problem including whole numbers: 53; 25.1; .56.			
4. Subtraction when set-up and with same number of decimal places: 53.26 -19.55			
5. Subraction when set-up but top number has fewer decimal places than bottom number: 5.1 -3.66			
6. Setting up subtraction problems			

MULTIPLICATION OF DECIMALS

1. Multiplication of a decimal number by a whole number 3.67 x .5			
2. Multiplication of a decimal number by adecimal number 3.56 x .08			

DIVISION OF DECIMALS

1. Dividing decimal number by a whole number: $3\overline{)5.6}$			
2. Dividing decimal number by decimal number: $3.2\overline{)5.6}$			
3. Dividing a whole number by a decimal number: $5.6\overline{)3}$			

MOBILIZATION FOR YOUTH, INC.
DIVISION OF REMEDIAL EDUCATION

TRAINEE'S NAME ____________________

TEACHER ____________________

DATE ____________

Percents - %

Percents as another form of expressing fractions	Knows	Needs Practice	Doesn't Know
1. Understanding the meaning of 1%, 27%, 100%: 1% is 1 out of 100 is .01 is $\frac{1}{100}$			
2. Understanding percents greater than 1: 105% = 1.05			
3. Converting whole number percents to fractions and decimals 5% - .05 = $\frac{5}{100}$ = $\frac{1}{20}$			
4. Converting fractions and decimals (up to hundredths) to percents.			
5. Understanding fractional percents: .25% = .¼% =.0025			
6. Converting fractional percents to fractions and decimals ½% = $\frac{1}{200}$ = .005			
7. Converting all fractions and decimals to percents: .368 = 36.8%			

Working With Percents

1. Finding a number which is a given percent of another number: 30% of 11.			
2. Finding what percent one number is of another: What percent of 29 is 13?			
3. Finding the original number when given a number and what percent of the original number it is: 35 is 19% of what number?			

APPENDIX E

TEACHING ENGLISH AS A SECOND LANGUAGE -- COURSE OF STUDY (REVISED)

Structure..1 - 9

Core Vocabulary...10 - 28

Core Topics...29 - 30

COURSE OF STUDY FOR TEACHING ENGLISH AS A SECOND LANGUAGE

1. STRUCTURE

A. FUNCTION WORDS: PREPOSITIONS

1. Familiarity with the 15 Commonest Prepositions	Pattern Sentence
of	What is the title of that book?
on	Do you have a rug on your floor?
on	I put a picture of Mother on the wall.
over/under	The first floor is over the basement.
from/to	He is flying from Chicago.
in	The key will be in the box.
at	This Sunday my family will eat at the kitchen table.
by	I go to Brooklyn by bus.
for	This is a present for Juan.
through	We will walk through the tunnel.
with	Gil will go to the movies with his sister.
into	Please don't come into this room.
up	Put the beer up there.
out	Go out and stay out.

Item Description	Pattern Sentence
2. Use of in-on-at Specifying Address	
in	I live in New York City
on	I live on Second Avenue
at	I live at 214 E 2nd Street
3. Use of in-on-at-before-after Time	
in	I will see you in April
on	I will see you on Monday
at	I will see you at one o'clock
before	Eleven o/clock comes before noon.
B. FUNCTION WORDS: QUESTION WORDS	
1. Familiarity with the 8 Question Words	
how?	How is he eating his egg? With a spoon
who?	Who are they? They are Luz and Maria Rodriguez
when?	When will he come home? Next week
what?	What was your maiden name?
where?	Where is San Juan? In Puerto Rico
why?	Why is it hot? Because the sun is shining
which?	Which do you prefer Camels or Luckies? I prefer Camels
whose	Whose pencil is this? It is her pencil
C. FUNCTION WORDS: SUBJECT PRONOUNS	
1. Discrimination between he/she/it	
he	I see Victor. He just arrived
she	I see Ana. She is at the door

2. Use of it'

'it' with specific referent	I am reading a book It is interesting
'it' without specific referent	It is snowing
'it' used in subject position in contrast to Spanish usage	It is not a nice day

3. Discrimination between they/the

'they' is a pronoun/'the' is a determiner	Have you seen M & T? Yes they are here. Please give me the flowers

ITEM Description	Pattern Sentence

D. VERBS: BE

1. Concordance with Personal Pronouns

'I' forces 'am'	I am Puerto Rican
'you' forces 'are'	You are big
'he/she/it' force 'is'	He is fat
'they' forces 'are'	They are Cuban

2. Proper Formation of Negative

'not' rather than 'no' negates 'be'	She is not a pretty girl
'no' rather than 'not' answers a question.	Is the rose red? No the rose is white

3. Proper Response to Yes-No Questions

affirmative: yes/S/be - contraction improper	Is Pr J tall? Yes he is
negative: no/S/be/not	Is Bobby K tall? No he is not

4 Use of 'Be" Where Spanish Uses "Have'

English uses 'be' to describe states of being and quantify age. Spanish uses 'have	I am 18 years old Mary is hot

5. Confusions affecting 'am I?' Question

'am I? confused with its homophones: 'am my? and 'I my?'	Am I right?

Item Description	Pattern Sentence
E. VERBS: BE PLUS 'THERE'	
1. **Proper Response to Questions**	
questions like 'what's on the table?' force 'there is' and not 'it is' answer	What is on the table? There is a book on the table
an 'is there?' question forces a 'there is' and not an 'it is' answer	Is there a man outside? Yes there is
2. **Confusions Affecting 'There Is/There Are'**	
'there is/there are' confused with homophones 'they're is/are' and 'their is/are'	There is a basket on the floor
'there are' confused with 'they are'	There are five people in the room.
F. VERBS: BE PLUS 'ING' FORM OF PRINCIPAL VERB	
1. **Proper Formation of Affirmative**	
auxiliary mandatory and not omitted as in simple present	The teacher is correcting Juan's paper.
use 'ing' and not simple or S form of principal verb	He is taking off his sweater.
2. **Proper Formation of Negative**	
form negative with S/be/not/PV and not S/no/be/PV	He is not coming.
form negative with 'be' and not 'do'	I am not working.
3. **Proper Formation of Question**	
'be' first if there is no question word	Is Juan playing outside?
'be' immediately follows the question word and not the subject	At what time is she coming?
word order after question word is be S/PV and not be/PV/S	Why is your mother working?
form question with 'be' and not 'do'	Is she going home?
do not repeat 'be'	Is Bill smoking Camels?

Item Description	Pattern Sentence
4. Proper Responses to Question	
an 'ing' question forces 'ing' answer	What is he doing? He is eating his lunch
an 'ing' yes-no question forces a 'be' short answer	Are you working hard? Yes I am.
5 Proper Response to Time Signal	
given a choice between two present tenses time signals like 'now' force 'ing' present	He is reading a letter now
G. VERBS: SIMPLE PRESENT - CONCORDANCE ONLY	
1. Concordance with Pronoun Subjects	
I/you/we/they force simple form	They want candy
he/she/it force S form	She has a book
2. Concordance with Noun Subjects	
use simple form when subject is speaker and other noun(s)	Mama and I like New York.
use simple form when subject is 'you' and other noun (s)	You and Rogelio demand too much attention
use simple form with plural noun subject or with more than one singular noun subject	The father and the Son have brown hair.
Use S form with a singular noun subject	That old man comes from Mayagüez
H. VERBS: SIMPLE PRESENT	
1 Proper Formation of Affirmative	
omit 'do' except for emphasis	Bill's brother goes to school every day
2 Proper Formation of Negative	
form negative: S/do/not/PV and not S/no/PV	I do not have time to read the book
form negative with 'do and not 'be'	We do not go to work Sundays
use simple form and not 's' or 'ing' after 'do'	It doesn't rain enough in Arizona

	Item Description	Pattern Sentence
3.	Proper Formation of Question	
	'do' mandatory and not omitted as in affirmative	Do you study every night?
	'do' also mandatory after question word - except 'who' 'what' 'which' as subjects	Why does Bill always use a pencil instead of a pen?
4.	Proper Response to Question	
	a 'do' question forces a simple present answer	What does he do after work? He comes home
	a 'do' yes-no question forces a 'do' short answer	Do you write your mama? Yes I do
5.	Proper Response to Frequency	
	frequency expression forces simple - not 'ing' present	He usually eats dinner late
	1 VERBS: SIMPLE PAST	
1.	Proper Formation of Affirmative	
	omit 'did' except for emphasis	We played in the snow
2.	Proper Formation of Negative	
	form negative: S/did/not/PV and not S/no/PV	They did not like Castro.
	form negative with 'did' and not with 'was/were'	He did not see Angelina
	use simple form and not's ' 'ing' or 'ed' after 'did'	My sister didn't like the teacher.
	'did' has has no S form	He did not like American food
3	Proper Formation of Question	
	'did' mandatory and not omitted as in affirmative	Did you play cards last night?
	'did' also mandatory after question word - except 'who ' 'what ' 'which ' as subjects	When did he arrive?
	'did' omitted after 'who ' 'what ' which ' as subjects	Who answered the question?
	word order after question word is didn't/S/PV and not S/didn't PV	Why didn't he eat lunch?

Item Description	Pattern Sentence
4. **Proper Response to Question**	
a 'did' question forces a simple past answer	What did they learn in school? They learned to multiply.
a 'did' yes-no question forces a 'did' short answer.	Did you see the doctor? Yes I did.
5. **Proper Response to Time Expression**	
time expressions like 'yesterday' 'last ____, 'or' ____ago' force simple past	She washed the shirts yesterday.
Irregular Past - Forms	
do not add 'ed' to simple form	He went to Santo Domingo in 1964
irregular past has no S form	He came to work late yesterday morning
C **Irreg Past - Was/Were Concordance with Pronouns**	
'I/he/she/it' force 'was'	He was home.
'you/we/they' force 'were'	Were you angry?
J. MODIFICATION: ADJECTIVALS	
1. **Adjectives**	
adjective precedes noun it modifies	Bring me the red pencil
adjective has no plural form	Show me the red books.
2. **Demonstrative Adjectives**	
'this' confused with homophone 'these'. 'this/these' are near speaker 'that/those' are relatively distant from speaker	This book is red
3. **Form of Discrimination between Poss Adjectives**	
'he's/she's are not possessive adjectives	Is this the house where Bill lives? Yes, it is his house
English equivalent of 'de el'	That's his dog.
English equivalent of 'de ella'	That's her dog.
English equivalent of 'nuestro'	That's our dog.

Item Description		Pattern Sentence
3.	English equivalent of 'de ellos'	That's their dog
	sex of possessor determines sex of possessive adjective	Enrique has a sister She is his sister
4.	**Noun Adjuncts**	
	a noun can modify a noun	This is my hair brush.
	K. MODIFICATION: OF MASS AND COUNT NOUNS	
1.	**Proper Use and Avoidance of Determiner 'a'**	
	use 'a' or 'the ' or possessive adjective before singular count noun	I don't have a pencil
	use 'some ''they,' poss adjective or nothing before plural count noun	I have to buy some books
	use 'some,' 'the,' poss adjective or nothing before mass noun.	I want the butter
2	**Proper Use of 'Some' and 'Any'**	
	use 'some' before plural count nouns in affirmative sentences	He wants some eggs
	use 'some' before mass nouns in affirmative sentences	We need some milk
	use 'any' before plural count nouns in negative sentences	He won't buy you any presents
	use 'any' before plural count nouns in negative sentences	That little boy doesn't want any toys
3.	**Proper Form of Mass Nouns**	
	mass nouns usually appear in their singular form	Don't give me any butter
4.	**Proper Use of 'How Much?/How Many?'**	
	use 'how many?' before plural count nouns	How many eggs will you have?
	use 'how much?' before mass nouns	How much coffee will you drink?
5.	**Proper Use of 'a Few/a Little/a Lot'**	
	use 'a few' before plural count nouns	Give him a few dollars
	use 'a little' before mass nouns	The child will need a little more love
	use 'a lot of,' 'lots of' before mass nouns in affirmative sentences.	All doctors say: "Give babies a lot of milk "

Item Description	Pattern Sentence
L. MODIFICATION: COMPARISON OF INEQUALITY	
1. **Proper Comparative Form of Short Adjectives**	
the comparative form of short adjectives is '...er' and not '. .es' or ' .est'	Juan is taller than Pedro.
the comp form of short adjs is '. .er than' and not 'more ... than' or 'more ...er than'	Jose is bigger than Guillermo
the 'than' of '...er than' may neither be omitted nor replaced by 'then,' 'that' or 'of'	Mt. Everest is higher than Mt. Aconcagua.
if the finl lettrs of a short adj are C-V-C, double final conso when forming comparative	Today is hotter than yesterday.
2. **Proper Form and Use of Superlative of Short Adjs**	
the superlative form of short adjectives is '...est' and not '...erst'	Juan is the tallest
the superla form of short adjs is 'the est' and not 'the more ..' or 'the most .. '	Jose is the biggest
when the superlative modifies a noun the determiner 'the' is required	Elizabeth Taylor is the prettiest woman in the world.
1. **M. MISCELLANEOUS: NOUN PLURALS**	
Proper Form of Noun Plurals	
the plural form of most nouns is '...s'	I have four pencils
the plural form of nouns ending in sibilants is '...es'	I need two boxes for my pencils.
nouns ending in 'f(e)' often change 'f(e)' to 've' in the plural	All the knives were dirty.
nouns ending in 'y' usually change 'y' to 'ie' in the plural.	New York and Chicago are big cities.
'man,' 'woman,' and 'child" have irregular plurals and do not add 's.	Tennis is a game for two men.
1. **N. VERBS FUTURE - GOING TO**	
Concordance with Personal Pronouns	
'I' forces 'am	I am going to the movies.
'he/she/it' force 'is'	He is going to work.
'we/they' forces 'are'	We are going to the ballgame.

11. CORE VOCABULARY

PART I

a
able
about
accept
account
add
address
admit
after
age
ahead
aid
air
all
allow
altogether
a.m.
American
amount, am't
an
and
any
apartment, apt.
application
are
area
arm
army
as
ask
at
auto, automobile
automatic
available
avenue, ave.
away
back
bar
be
beauty
because
been
beer
before
begin
belong
benefit
beside
besides
best
better
between
big
bill
birth
block, bloc
board
boat
body
box
bread
break
breakfast
building, bldg. (noun)
bus
business
but
butter
buy
by
call
can
car
care
case
cause
charge
check
children
church
cigarette
city
class
clean
cleaner
clothes
coat
coffee
cold
color
come
company, Co.
complete
condition
continue
corner
cost
could
cream
credit
cross, crossing
daily
danger
date
day
dealer
delivery

department, dept.
dependent
did
dime
dinner
disability
distance
district
do
doctor, Dr.
dollar
done
don't
door
down
dress
drive
driver
dry
during
duty
earn
east
easy
edge
egg
electric
emergency

employ
employment
enter
equipment, equip.
escape
establish, est.
estate
estimate
etc.
evening, eve.
ever
every
exceed
exit
experience
express
express
eye
fat
feet, ft.
female
finance
fine
finish
fire
first
fish
floor

following
food
foot
for
former
found
free
Friday, Fri.
from
front
full
furnish
furniture
game
gas
gasoline
get
give
glass
go
goes
good
group
guard
had
hair
half
hand

hardware
has
have
he
head
hear
heart
heat
height, hgt.
help
her
here
high
him
his
home
hospital,hosp.
hot
hour, hr.
house
how
husband
I
ice
if
in
include
income

individual
information, info.
instalment
insurance
into
is
it
join
just
keep
kind
kitchen
know
large
last
law
lease
leave
left
license
life
like
limit
line
liquor
live
loan
local

long
loss
low
machine
made
mail
make
male
man
manager, mgr.
many
mark
married
material
maximum
may
me
mean
means
meat
mechanical
medical
meeting
member
men
metal
mile
military

milk
minute, min.
Miss
modern
Monday, Mon.
money
month, mo.
monthly
more
mortgage
most
motor
move
Mr.
Mrs.
much
must
my
name
narrow
national
near
need
new
next
nickel
night, nite
no

north
not
now
number, no.
nurse
occupation
of
off
office
oil
old
on
one
only
open
opposite
or
order
other
our
out
over
own
owner
page
paid, pd.
paint
paper

park
part
pass
pay
payment, pymts.
period
person
pick
picture
place
plan
please
p.m.
point
police
present
price
private
prohibit
prompt
promptly
property
provide
public
quality
quarter
quiet
radio

rate
real
reason
record
red
register
rent
repair
residential
rest
restaurant
return
right
road
roof
room
safe
safety
said
sandwiches
satisfaction
Saturday, Sat.
save
saw
say
school
security
see

self
serve
service
sex
shall
she
shoe
shop
should
show
shut
side
sign
signal
signature
since
single
size
slow
small
smoke
snow
so
social
society
sold
some
son

south, so.
special
speed
stamp
stand
start
state, st.
station
stay
steel
stock
stone
stop
store
street, st.
strike
subway
such
suit
Sunday, Sun.
supply
system
take
tavern
tax
telephone, tel.
television, tv
term

than
that
the
their
them
there
these
they
this
those
thru
Thursday
ticket
time
tire
to
too
tool
trade
traffic
trainee
travel
truck
turn
two
type
under
unite
United States (U.S.)
up

upon
use
vegetable
vehicle
wait
walk
want
was
wash
watch
water
way
we
week wk.
weight wgt.
welfare
were
west
what
when
where
which
who
wife
will
window
with
women
word
work

write
year yrs.
yellow
yes
yet
you
your

PART II

above
accident
accompany
accomplish
acid
acquire
across
act
action
active
activity
actual
addition
adjust
adjustment
administration
admission
adopt
adult
advance
advantage

advice
affair
affect
afford
afraid
afternoon
again
against
agency
agent
ago
agree
aim
airline
airport
alarm
alcohol
alert
alike
alive
allowance
almost
alone
along
already
alteration
alternate

although
always
am
America
among
ample
amusement
ancient
anger
animal
announce
another
answer
antique
anybody
anyone
anything
anywhere
apparel
appeal
appear
appearance
appliance
applicant
apply
appointment, appt.
approach
approve

April
around
arouse
arrange
arrest
arrive
article
artificial
aspirin
assistance
assistant
association
assume
athletic
Atlantic
attach
attempt
attend
attention
attitude
August
authority
authorize
automotive
average
avoid
award
awful

baby
bad
bail
bake
bakery
balance
ball
barber
bargain
base
baseball
basket
bath
battery
battle
bay
beach
bear
beat
beautiful
became
become
bed
bedroom
beef
began
beginning
begun

behind
being
believe
bell
below
belt
beltway
bend
beneficiary
bet
beverage
beyond
bid
bind
birthday
black
blame
blind
blood
bodily
bold
bomb
bond
bone
book
border
bore
born

both
bottle
bought
boulevard, blvd.
bound
bowling
boy
brain
brake
branch
brand
breast
brick
bridge
bright
bring
broad
broken
brother
brought
brown
brush
budget
build
burden
burn
bury
busy

cab
cabin
cabinet
cafe
cafeteria
cake
calendar
came
camera
camp
campaign
candy
cannot
can't
cap
capacity
capital
card
careful
carry
cash
cast
casual
cat
catch
caught
caution
cease

cell
cent
center
century
cereal
certain
certificate
chain
chair
chance
change
character
chauffeur
cheap
cheer
cheese
chicken
chief
child
china
choice
choose
chops
Christmas
circle
citizen
civic
civil

claim
clear
clearly
clergy
climb
clip
clock
close
cloth
clothing
cloud
club
coal
cocktail
coin
coke
collect
collection
college
column, col.
combine
comfort
comfortable
commercial
commission
committee
common
community

comparable
compare
compensation
completely
concern
concrete
conditioner
confidence
Congress
connect
consider
consist
constitution
construction
contact
contain
continuously
contract
contractor
contrary
control
convenient
cook
cool
copy
corn
correct
couldn't
Counselor

count
country
county
couple
coupon
course
court
cover
craft
create
creature
crew
crewchief
crime
criminal
crowd
cruel
cry
culture
cup
curb
current
currently
curve
customer
custom
cut
damage
dance

dangerous
dark
darkness
data
daughter
dead
deal
dear
death
December
decide
decision
declare
decline
decoration
deduction
deed
deep
defect
defense
delay
delicatessen
deliver
demand
democracy
Democrat

democratic
demonstration
dental
dentist
deny
depart
depend
dependable
deposit
describe
deserve
design
desire
destroy
detail
determine
detour
develop
development
device
dial
diamond
diaper
didn't
die
diet

difference
different
difficult
dining
direct
direction
director
directory
disappear
discharge
discount
discover
discrimination
disease
dish
display
disturbance
divide
division
divorce
dock
does
doesn't
dog
domestic
double
doubt
dozen
drag
drapes
draw
dream
drink
driven
driveway
drop
drug
due
dump
duplicate
dust
dye
each
ear
early
earnings
earth
ease
easily
eastern
eat
economy
education
effect
efficient
effort
eight
eighteen
eighty
either
elect
election
electrical
electronic
elevated
eleven
eligible
else
employee
employer
enclose
encourage
end
enforce
engage
engine
engineer
enjoy
enough
entire
entrance
envelope
equal
equip
erect
especially
even
event
everybody
everything
everywhere
evidence
examination
example
excavate
except
exchange
exclusive
executive
exercise
exist
expect
expense
expert

explain
expose
extend
extra
extreme
eyesight
face
fact
factory
fail
fair
fall
false
familiar
family
famous
fan
far
farm
farmer
farther
fashion
fast
faster
father
fatigue

fault
favor
favorite
feature
February
federal
fee
feel
feeling
felt
fence
few
field
fifth
fifty
fight
figure
file
fill
final
financial
find
finger
fireplace
fit
five

fix
flag
flash
flat
flavor
flood
Florida
florist
flow
flower
fly
fold
follow
force
foreign
forest
forgot
forgotten
form
forty
forward
fought
four
fourteen
fourth
freedom

freezer
freight
fresh
friend
frozen
fruit
fuel
fun
funeral
fur
furnace
furnishings
further
future
gain
garage
garden
gate
gave
general
generally
gentle
giant
gift
girl
given

glad
God
gold
golden
gone
goods
got
government gov't
governor gov
grade
gradually
grain
grand
grant
grass
great
green
greet
grief
grievance
grind
grocery
ground
grow
guarantee
guess

guide
guilty
gum
gun
hall
ham
hamburger
handicap
handle
handsome
handy
hang
happen
happy
hard
harm
hat
haven't
headache
headquarters
health
heard
hearing
heater
heavy
held

hesitate
highway
hill
himself
hire
hit
hold
hole
holiday
honey
hope
horn
hose
hospitalization
hotel
hourly
household
housewares
however
human
hundred
hungry
hunt
hurry
idea
idle

I'll
ill
I'm
immediately
importance
important
impossible
impression
improve
improvement
inch
increase
indeed
independent
industrial
industry
influence
inform
injury
inside
insist
inspection
install
instance
instant
instantly

instead
institution
instruction
instructor
instrument
insure
integration
intend
interest
interesting
intersection
investment
invite
iron
isn't
issue
its
janitor
January
job
judge
judgment
juice
July
June
jury

justice
justify
kept
key
kill
kiss
knew
knife
knowledge
known
label
labor
ladder
lady
lake
lamp
land
late
latter
laugh
laundry
lawn
lawyer
lay
lead
leader

league
lean
learn
least
leather
led
leg
legal
length
less
lesson
let
letter
level
liability
liberal
liberty
library
lie
lift
light
likely
liquid
list
listen
little

load
locate
location
lock
look
lost
lot
loud
lounge
love
lubricate
luck
luggage
lumber
lunch
luncheon
machinery
maiden
main
maintain
maintenance
major
management
manner
manual
manufacture

map
March
marine
market mkt
marriage
marry
master
mat
match
maternity
matter
maybe
mayor
meal
meaning
measure
mechanic
medicine
meet
mental
mention
merchandise
merge
message
met
method
middle

midnight
might
million
mind
mine
minimum
mirror
mix
mobile
moment
monument
morning
motel
mother
motion
mount
mouth
movement
movie
murder
music
nail
nation
native
natural
nature
navy

nearly
necessary
necessity
neck
neglect
Negro
neighbor
neighborhood
net
never
news
nine
nineteen
nobody
nominate
nomination
none
noon
nor
northern
note
nothing
notice
notify
November
obey
object

obligation
observe
obtain
occasion
occupy
occur
ocean
October
offer
officer
often
oh
ok
once
operate
operation
opinion
opportunity
opposition
optical
ordinary
organization org
original
ought
ours
outside
oven

overtake
owe
Pacific
pack
package
pain
painter
pair
pale
panel
pants
parent
particularly
party
passenger
past
path
patient
pattern
pave
pavement
payroll
peace
peanut
peculiar
pedestrian

pen
people
per
percent
perfect
perform
performance
perhaps
permanent
permit
personal
personnel
persuade
pest
pet
pharmacy
phone
photograph photo
physical
physician
pie
piece
pier
pile
pill
pillow

pipe
plain
plant
plastic
plate
play
pleasant
pleasure
plenty
plumber
plumbing
plus
pocket
poison
policy
political
pool
poor
popular
porch
portable
portion
position
posses
possession
possible

post
potato
pound
pour
poverty
powder
power
powerful
practical
practice
prefer
prepare
prescription
presence
president
press
pressure
pretty
prevent
previous
prime
principle
print
privilege
prize
probation

problem
process
produce
product
production
productive
professional
profit
program
progress
promise
proof
proper
proportion
protect
protection
protest
prove
provision
publicity
pull
pump
purchase
pure
purpose
pursue

push
put
qualify
quantity
quarrel
queen
question
quick
quite
race
radiator
rail
railroad
rain
raise
ran
range
rat
rather
reach
read
ready
really
realtor
rear
reasonable

rebuilt
receipt
receive
recent
recently
recommend
recondition
recover
recreation
redeem
reduce
reference
refrigeration
refrigerator
refuse
registration
refuse
registration
regular reg
related
relation
relative
reliable
relief
relieve
religion

religious
remain
remark
remember
remind
remodel
remove
render
rental
replace
replacement
report
repossess
representative
reproduction
Republican
request
require
requirement
research
resident
resort
respect
result
retail
retirement

reward
rich
ride
right hand
ring
riot
river
roadway
robbery
rock
roll
rope
rose
rough
round
route
rubber
rug
rule
run
rush
Russian
rust
sad
salad
salary

salesgirl
salesmen
salt
same
sample
sand
sanitary
sat
satisfy
savings
scale
scene
schedule
science
score
scout
scrap
screen
seafood
seal
seashore
season
seat
second
secret
secretary

section
secure
seed
seek
seem
seen
segregation
seize
seldom
select
sell
senate
senator sen
send
sense
sent
separate
September
series
serious
session
set
seven
several
sew
shade

shadow
shake
shape
share
sharp
sheet
shell
shine
ship
shock
shore
short
shot
shoulder
shown
sick
sickness
sight
silk
silver
simple
simply
sincerely
sing
sink
sister

sit
situation
six
sixteen
sixty
skin
sky
sleep
slip
smart
smile
smooth
soap
soda
soft
soil
someone
something
soon
sorry
sort
sound
soup
source
space
speak

speech
spend
spent
spirit
spoke
sport
spot
spray
spread
spring
square
stable
stage
stair
standard
star
statement
stationery
steak
steal
steam
step
stereo stereophonic
stick
still
stood

storage
storm
story
stove
straight
strange
strength
stretch
strip
strong
study
style
subject
submarine
suburb
success
successful
sudden
suffer
sufficient
sugar
suggest
suggestion
summer
sun
super

support
sure
surface
surgeon
surgical
surplus
surprise
surround
suspend
sweet
swim
swing
table
tackle
tag
tail
tailor
taken
talk
tall
tank
tape
taste
taxi taxicab
tea
teach

teacher
team
tear
technician
teeth
tell
temperature
ten
tenant
tent
territory
test
thanks
theatre
theft
themselves
then
thick
thin
thing
think
third 3rd
thoroughfare
though
thought
thousand

thread
three
through
throughout
throw
tie
tile
till
tip
title
tobacco
today
together
told
toll
tomorrow
ton
tone
tonight
took
top
total
touch
tour
tow
toward

tower
town
toy
track
tractor
train
training
trail
trailer
transfer
transistor
transit
transportation
tread
treat
treatment
tree
trend
trespassing
trial
trim
trip
trouble
true
trust
try

tub
tube
Tuesday
tune
tunnel
twenty
typewriter
unable
unconscious
understand
understood
unemployment
uniform
union
university
unless
unlike
unorganized
unpaid
until 'till
us
useful
usual
usually
vacancy
vacuum

valuable
value
various
vending
venetian
very
veteran vet
view
violation
vision
visit
vital
vitamin
vocational
voice
vote
wage
wall
wallpaper
war
warm
warn
warning
washable
washer
Washington
waste
wave
weapon
wear
weather
wedding
Wednesday
weekday
weigh
welcome
well
went
wet
wheel
whenever
whether
while
whip
white
whole
wholesale whol.
whom
whose
why
wide
willing
win
wind
wine
winter
wipe
wire
wish
within
without
woman
wonder
wonderful
won't
wood
worker
workman's
world
worth
would
wouldn't
wound
wreck
written
wrong
x-ray
yacht
yard
yearly
yesterday
yield
young
you'll
you're
you've
yours
yourself
youth
zipper
zone

111 CORE TOPICS

1. Expressions of Greeting.
2. Personal Identification (My name is . I work at)
3. Object Identification (objects in classroom vocational training materials. parts of body.)
4. Identification of Family Relationship
5 Vocabulary in street names and transportation sign, etc.
6. Money
7 Expression of time
8 Basic Work training vocabulary (I work in the auto shop, sewing shop, etc)
9 Vocabulary for eating in restaurant
10 "Get Help" vocabulary (police ambulance, fire alarm etc)
11. Vocabulary of Education and training (instructor, crew-chief, counselor)
12. Vocabulary of occupations (clerk. carpenter sewing machine operator counter man etc)
13. Vocabulary of Employment (salary wages. taxes social security. union etc.)
14. Citizenship Education (registration vote election poll)
15. Community Resources (Health Clinic post office community center)
16. Leisure time activities (movies beach park picnic)
17. American clothes (dress clothes suit skirt)
18 Sports (baseball, football, swimming)
19 Geographic and locational words (island, city, borough, river, avenue, square)

20. Transportation words (train, subway, bus, taxi, subway station)

21. Words about Social relationship (party guest visit field trip.)

22. Words about Government (mayor, city hall City Council Congress, United Nations)

23. World Geography (America, Europe, Africa Asia Viet Nam)

24. Consumer Education (insurance credit bank loan price sale cooperative.)

25. Health Care (check-up clinic diet X-ray hospital)

26. Vocabulary of Education (high school equivalency scholarship college courses.)

27 Cultural Activities (Theater play concert jazz ballet)

APPENDIX F

BASIC READING SKILLS RESOURCE MATERIALS

Communication Skills Guide.................................1 - 2

Index of Reading Proficiencies.............................3 - 4

Classification of Reading Difficulties.....................5 - 6

A Guidebook for the Development of Word Analysis and Word Attack Skills in Reading....................7 - 41

Critical Reading...42 - 44

The Art of Questioning...................................45 - 46

Working Paper No. 1: A Description of the Reading Process...................................47 - 50

Working Paper No. 2: Skills Necessary for Effective Reading of Content Materials.............51 - 55

Working Paper No. 3: Guidelines to the Improvement of Vocabulary...........................56 - 60

COMMUNICATION SKILLS GUIDE

The following is a generalized check list of the reading skill goals of a communication skills programs.

A Fundamental Reading Skills

1. Building concepts through experience
2. Building oral vocabulary
3. Building sight vocabulary
4. Word-recognition skills
    - (a) configuration clues
    - (b) picture clues
    - (c) contextual clues
5. Phonetic analysis
    - (a) single consonant sounds
    - (b) consonant blends
    - (c) short and long vowel sounds
    - (d) digraphs
    - (e) vowel sound generalizations
    - (f) variant sounds
    - (g) accent and diacritical marks
    - (h) accent generalizations
6. Structural analysis
    - (a) simple endings: prefixes, suffixes
    - (b) compound words
    - (c) changes in root form
    - (d) contractions
    - (e) principles of syllabication
    - (f) syllabication generalizations
7. Combinations of reading clues

B Reading for Understanding

1. Getting main ideas (picture study and/or printed materials)
2. Getting details (picture study and/or printed materials)
    - (a) supporting main ideas
    - (b) answering questions
    - (c) proving a point
    - (d) noting fact versus opinion
    - (e) detecting propaganda devices
3. Drawing inferences (picture study and/or printed materials)
    - (a) drawing conclusions
    - (b) predicting outcomes
    - (c) noting sequence of events
    - (d) understanding cause-effect relationships
    - (e) understanding figurative language

C Related Skills

1. Alphabetization
2. Using dictionaries
    - (a) for word meanings
    - (b) for word syllabication
    - (c) for word pronunciation
3. Using parts of books
    - (a) table of contents
    - (b) title page
    - (c) index
    - (d) glossary
    - (e) preface, bibliography, footnotes, etc
4. Using reference books
    - (a) dictionary
    - (b) encyclopedia
    - (c) atlas, almanac, and others
5. Work-study skills
    - (a) skimming
    - (b) scanning
    - (c) outlining
    - (d) summarizing
    - (e) interpreting maps, globes, diagrams, etc
6. Silent reading--adjusting rate for different types of material
7. Oral reading--interpretation and fluency

INDEX OF READING PROFICIENCIES

1. **Word-Recognition Techniques.**

   A. Auditory and phonetic aids.

      1. Vowel and consonant sounds
      2. Blends, digraphs, and diphthongs.
      3. Diacritical markings and pronunciation aids.
      4. Synthesis (blending and accent).
      5. Dictionary.

   B. Visual and structural aids.

      1. Root words.
      2. Prefixes and suffixes.

   C. Meaning aids.

      1. Context clues to recognition.
      2. Expectancy clues.

II. **Comprehension abilities.**

   A. Reading to retain information.

      1. Isolate details.
      2. Recall specific items.
      3. Retain fundamental concepts.
      4. Use facts to answer specific questions.

   B. Reading to organize.

      1. Classify.
      2. Establish a sequence.
      3. Follow directions.
      4. Sense relationships.
      5. Summarize and generalize.

   C. Reading to evaluate.

      1. Fact from opinion
      2. Judge reasonableness and relevancy.
      3. Sense implied meaning.
      4. Establish cause and effect.

   D. Reading to interpret.

      1. Main idea.
      2. Draw inference or conclusion.
      3. Predict outcomes.
      4. Form an opinion.

   E. Reading for appreciation.

      1. Sense humor and plot.
      2. Form sensory impressions or feeling tone.
      3. Understand characters.

III. **Basic study skills.**

A. Locating information.

1. Table of contents.
2. Alphabetized references.
3. Book parts.
4. Key words.

B. Using general reference.

1. Dictionary.
2. Encyclopedia.
3. Time tables.

C. Using visual material.

1. Maps.
2. Pictorial and tabular.

D. Organizing.

1. Outlining.
2. Grouping or categorizing.

IV. **Basic Meaning Development**

A. Paragraphing meaning and organization.
B. Sentence sense.
C. Phrase and word meaning.

1. Author's definition or explanation.
2. Context clues to meaning.
3. Dictionary and glossary.
4. Antonyms, synonyms, and homonyms.
5. Semantic variations.
6. Enriching meanings (descriptive words, figures of speech, symbolic expressions).
7. Abbreviations.

CLASSIFICATION OF READING DIFFICULTIES

A. Deficiencies in basic comprehension abilities.

1. Limited meaning vocabulary.
2. Inability to read by thought units.
3. Insufficient sentence sense.
4. Lack of the sense of paragraph organization.
5. Failure to appreciate the author's organization.

B. Faulty work identification and recognition.

1. Failure to use context and other meaning clues.
2. Ineffective visual analysis of words.
3. Limited knowledge of visual, structural, and phonetic elements.
4. Lack of ability in auditory blending or visual synthesis.
5. Overanalytical.
    - (a) Analyzing known words.
    - (b) Breaking words into too many parts.
    - (c) Using letter by letter or spelling attack.
6. Insufficient sight vocabulary.
7. Excessive locational errors.
    - (a) Initial errors.
    - (b) Middle errors.
    - (c) Ending errors.

C. Inappropriate directional habits.

1. Orientational confusion with words.
2. Transpositions among words.
3. Faulty eye movements.

D. Poor Oral reading:

1. Inappropriate eye-voice span.
2. Lack of phrasing ability.
3. Unfortunate rate and timing.
4. Emotionally tense oral reader.

E. Limited in special comprehension abilities.

1. Inability to isolate and retain factual information.
2. Poor reading to organize.
3. Ineffective reading to evaluate.
4. Insufficient ability in reading to interpret.
5. Limited proficiency in reading to appreciate.

F. Deficiencies in basic study skills.

1. Inability to use aids in locating materials to be read.
2. Lack of efficiency in using basic reference material.
3. Inadequacies in using maps, graphs, tables, and other visual materials.
4. Limitations in techniques of organizing material read.

G. Deficient in ability to adapt to needs of content fields.

1. Inappropriate application of comprehension abilities.
2. Limited knowledge of specialized vocabulary.
3. Insufficient concept development.
4. Poor knowledge of symbols and abbreviations.
5. Insufficient ability in the use of pictorial and tabular material.
6. Difficulties with organization.
7. Inability to adjust rate to suit the purposes and the difficulty of material.

H. Deficiencies in rate of comprehension.

1. Inability to adjust rate.
2. Insufficient sight vocabulary.
3. Insufficient vocabulary knowledge and comprehension.
4. Ineffectiveness in word recognition.
5. Being an overanalytical reader.
6. Insufficient use of context clues.
7. Lack of phrasing.
8. Using crutches
9. Unnecessary vocalisation.
10. Inappropriate purposes.

A GUIDEBOOK FOR THE DEVELOPMENT OF WORD ANALYSIS AND WORD ATTACK SKILLS IN READING

Table of Contents

Page

A suggested Sequence for Development of Word Analysis Skills........................ 8 - 13

A Model for Mapping an Instructional Program in Phonetic Analysis........................14 - 20

Level One--Single Consonant Elements (Initial Position)....................14 - 15

Level Two--Single Consonants and Consonant Blends (Final and Medial Position)...........15 - 18

Level Three--The Teaching of Vowel Elemen. ......18 - 20

Steps in Teaching a Phonic Element--The CL Blend.......21

Steps in Teaching a Phonic Element--A Refined Model-BR-Blend..........22

Basic Vowel Concepts..................................23

Vowel Sounds...23 - 24

Vowel Rules..24 - 25

Teaching Suggestions..................................25

Steps in Teaching a Phonic Element--The Short $\breve{A}$ Sound..................................26 - 27

Steps in Teaching a Phonic Element--The Long $\bar{A}$ Sound...................................28 - 31

Syllabication Concepts and Generalization............32 - 36

Models for Teacher Prepared Practice Sheets for Working with Syllabication (Worksheets 1, 2 and 3)..................................37

Useful Information about Common Prefixes and Suffixes...38 - 39

Dolch Word List......................................40 - 41

A SUGGESTED SEQUENCE
FOR
DEVELOPMENT OF WORD ANALYSIS SKILLS

LEVEL 1 - 6

1st Level

Phonetic Analysis

a. teach important single consonants--b c (hard) d f g (hard) h j l m n p r s (soft c sound) t w.

b. teach speech consonants (Digraphs) ch sh th (two sounds). wh in initial position

c teach consonant blends sk. sl sn sp st sw tw bl br gl fl pl cl fr tr in the initial position only. Also those consonant blends that occour in reading materials used.

NOTE: McKee believes that anyone of the initial sound elements may be introduced as soon as the pupil has in his sight vocabulary two or more words that begin with that element.

Structural Analysis

a. teach s es d ed ing--on the base of familiar sight words

b. present in oral form common compound words--made up of two familiar words

Training in Verbal Context

a review of oral context--deciding what important word is left out of a sentence or describing what will come next in the story etc

b. practice in use of printed context.

Training for using the dictionary

a. arrange familiar words in groups according to initial consonant.

b. provide practice in finding words by using the initial consonant and an accompanying picture in a picture dictionary made by pupils

2nd Level

Phonetic Analysis

a. teach first those elements unlearned in Level One

b. single consonants v and y in initial position

c teach important consonant blends not taught in First Level but important in second Level reading matter.

Phonetic Analysis (continued)

d. teach short vowel sounds a e i o u. Use key words to help children remember such as: at end in, on, up.

e. teach speech consonants ch, sh, th, in final position

f. teach consonant blends sk sp st in final position

g. teach vowel blends ow (grow) ow (cow), ou (our) oi oy ew au, aw oo (look) oo (room)

h. teach long sounds of vowels - ai, ea, oa ui ee within words, and teach as endings ie oe, ay es ue, ea

Note: Do not avoid using the terms vowels, short sound and long sound - these terms are not too difficult for a Second Level child.

Structural Analysis

a. teach First Level elements not learned.

b. teach suffixes y, ly, er, est as added to familiar base words.

c. teach compound words - each compound word used should be one that is contained in books being used or on common word lists.

Verbal Context

a. continue practice in using verbal context to help in getting the pronunciation of a strange word.

Training in Using the Dictionary

a teach the order of the letters in the alphabet

b practice placing familiar words in groups according to the initial letter

c give practice in finding a given word in an alphabetical list of familiar words each of which with a different letter.

3rd Level

Phonetic Analysis

a. teach first those elements not learned in 1st and 2nd Levels.

b. teach soft sound of c and soft sound of g - develop following principles:

1. try hard sound first for c: doesn't make sense-try soft sound for c.

2. try hard sound first for g: doesn't make sense-try soft sound for g

Phonetic Analysis (Continued)

c. teach single consonants x and z in final position only.

d. teach the following partially phonetic words as sight words but associate them in sound groups - though, although, dough; or ought, bought, fought etc.

e. teach the understanding that some letters have no sound as: b before t; d at the end of a syllable preceding another consonant (handsome); c after s (scene); g before final m or n and before n in the beginning of a word; h in certain words and syllables; k before n; l in certain words (would, half); n after m; s in certain words (aisle, island); p in certain words; t in certain words; w before r

f c and g usually are soft before e, i and y

Structural Analysis

a. teach elements not learned in 1st and 2nd Levels

b. teach suffixes - ful, less, er, or - added to known words.

c. teach the endings n and en added to known words.

d. teach the prefixes bi, for, fore, un, re - added to known words.

e. develop the understanding that sometimes a compound word can be built by combining or connecting the meanings of two words that make up a compound word --storekeeper, nowhere, haystack.

f. begin instruction in use of syllables

1. develop an understanding of relation between number of vowel sounds and the number of syllables in a word

2 develop skill in finding the first syllable in words.

3. develop skill in finding the last syllable in words.

4. teach important syllables which appear as first or last syllables in strange words in reading matter used.

Example: al, tion, an, de, der, ers, ex, ter, ti, ty, ar, ber, ble, col, el, im, sur, ver

5. by using familiar sight words develop the following principles for dividing a word into syllables:

a) if the first vowel in a word is followed by two consonants the first syllable usually ends with the first of those consonants.

b) if the first vowel is followed by only one consonant, the first syllable usually ends with that vowel.

Structural Analysis (Continued)

c. if a word ends in **le**, the consonant that comes just before the **l** begins the last syllable.

Note: Build syllable skill from familiar words - then move into unknown or strange words - in context.

Training in Using Verbal Context

a. provide definite instruction in using verbal context to build the meaning of a strange word - preliminary instruction should emphasize how verbal context is used for that purpose

Training for Using the Dictionary

a. if necessary, review the order of letters in alphabet.

b teach alphabetical arrangement of word according to 1st and 2nd letters

c provide practice in finding a given word in alphabetical list with some word that begins with the same letter.

Levels 4 - 5 - 6

Phonetic Analysis

a. First determine whether or not the child has learned the elements assigned to the primary levels

b. Teach those elements not mastered in the primary levels.

Structural Analysis

a. Determine whether the child has learned the elements assigned to the primary levels. Teach those elements not mastered.

b. Teach the following suffixes:

ness ment ward ous like eous teen et
ious able ible ish ant ent age ance
ence

c. Teach the following prefixes:

dis in mis anti non com con super pre tri
sub ap ad ab trous em de inter pro ex
en ob per

d. Provide practice in finding familiar base words in derivatives and variants.

e. Enlarge upon syllabication: review those elements learned in the Third Level
Develop the following additional principles in syllibication:

1 In a word in which two consonants come between two vowels, usually the first syllable ends with the first of those consonants as vc/cv

2. In a word in which there is only one consonant between two vowels, usually the first syllable ends just before the consonant a v/cv

3. In a word that ends in le the consonant that comes before the l is part of the last syllable

Training in Verbal Context

a. Continue practice in using printed context where the child uses both the context and what he has learned about word analysis to get the pronunciation of the word

b Continue definite instruction in using verbal context to build the meaning of strange words.
Develop the following three principles further:

1 Help the child decide if the selection is helpful in gaining the meaning of the strange word

2 Review with the child that the context may appear in any one of three positions before the strange word after the strange word both before and after the strange word

3 Help the child find the meaning through helpful understanding of punctuation marks.

Training in Using Pictures

a Continue the type of training with pupils that sometimes a picture can be used in discovering the pronunciation of a strange printed word.

b Continue using instruction in using pictures to build the meaning of a strange word

Training in Using the Dictionary

a Determine whether the child has learned those items suggested for the Third Level Teach those items not mastered

b Teach which one-third or one-fourth of a dictionary one should open to in the beginning to find a word in the dictionary list

c Teach the meaning and use of the respelling or phonetic spelling that follows in parenthesis each word in a dictionary list. Develop an understanding of how the dictionary shows the syllabication of a word

Training in Using the Dictionary (Continued)

d Teach the meaning and use of the main accent mark.

e Teach the meaning and use of the pronunciation key given at the bottom of every other dictionary page.

f Provide practice in determining the two pronunciations of a word according to the accent mark as:

ob ject--object; pres ent--present; re cord--record

g Teach the meaning and use of guide words

h Teach the selecting of the meaning which fits best according to the context in which the word is used.

i Teach the finding of a word in an alphabetical list according to the third letter

j. Provide practice in finding preferred pronunciation

k. Teach the use and meaning of secondary accent marks.

l Teach the location and uses of special pronouncing sections:

1) geographical names
2) biographical names
3) Bible names
4) Christian names
5) foreign words and phrases

A MODEL FOR MAPPING AN INSTRUCTIONAL
PROGRAM IN PHONETIC ANALYSIS

LEVEL ONE --- Single Consonant Elements (Initial Position)

1 A Starting Point

There is abundant evidence to support the position that the teaching of initial consonants should begin with those elements that retain their pure sound:

d -- dog

t -- Tom Tip toy

b -- ball

r -- rabbit

p -- put

m -- mother

l -- look

f -- funny

Note: Some consonants in this grouping have similar lip teeth and tongue placement when the element is voiced i e. d and t also b. p and r

11 Choosing Among Alternatives

With 8 possible beginning points for instruction it is necessary to devise a procedure for selecting the first initial consonant to be taught and ranking all the others. Two criteria have proven of value when grappling with this task:

1) The frequency of appearance of the initial consonant in the word lists of the readers at any level.

2) The pureness of sound of the initial consonant. For example those elements which are not usually followed by other consonants to form blends would be considered purer sounds.

111 A Model for Grouping of Initial Consonants

Utilizing the criteria described in Paragraph 11. the initial consonants commonly assigned at graded readers from Pre-Primer to 2^1 can be grouped to form a three-step sequence.

1)	First Initial Consonants Taught	m, r and l
2)	Second Series	d, f. b. t p and w

All consonants in this series are pure except t (th).

3)	Third Series	Hard c. n, y, s and hard g

All five are to be taught in the initial consonant position.

IV General Procedures for Using Knowledge of Elements Learned

In the phonetic analysis program the mastery of the phonetic element represents only one-third of the teacher's task. It is obvious, therefore, that the major portion of the teaching effort must be devoted to developing situations in which the learned element can be used to unlock or identify strange words. Three approaches that can be taken are listed below:

1) Stress on consonant substitution to build new words

i.e. ball then you know tall hall fall

or

Stress on consonant substitution to identify a known word, i.e. If you know toy then you can recall boy.

2) The initial consonant can be used as a clue to a new word with the aid of context either picture or sentence.

i.e. The girl likes to j --- (jump).

3) A reverse of word building to find a functional known word within a new word.

i.e. s led, b ran

LEVEL TWO - Single Consonants (Final and Medial Position) and Consonant Blends

The prescribed sequence for introducing consonant elements is a four-step series --- initial consonants (See Level One), final consonants, blends and medial consonants.

1 Single Initial Consonants

The consonant elements in the initial position should be taught first because they are easier to master and they have great value in helping the child gain independence in word attack with the story materials from Pre-Primer Level to the Second Reader Level.

The prime factor in selecting a consonant element to be taught is always the frequency in which it appears in the reading materials selected for the student.

The teaching model for introduction and mastery of the single consonant element in the initial position consists of the following steps ---

AUDITORY DISCRIMINATION. VISUAL-AUDITORY COMBINATION and SUBSTITUTION (See Sections of the Guidebook re: Teaching Phonetic Element Cl and BR)

11 Final Consonants

Introduction of the single consonant element in the final position should be delayed until the child has mastered it in the initial position. It is possible, therefore, to work with some consonant elements in the final and initial position while other consonant elements are still being introduced at the beginning of words.

Once again, the decision to teach a single consonant in the final position depends first on the need for the learning. This need is defined best by examining the word lists in the readers to assess the frequency of appearance of the consonant element at the end of common words

When teaching the consonant element in the final position employ the same teaching model suggested for introduction and mastery of the beginning single consonant ---

AUDITORY DISCRIMINATION. VISUAL- AUDITORY COMBINATION and SUBSTITUTION

111 Consonant Blends and Digraphs

The general rule to follow when planning for the teaching of consonant blends is to first gauge the readiness of the group for the new level of phonetic analysis task. This diagnostic first step consists of seeking the answer to two basic questions:

1) Have the children in the group demonstrated their skill in hearing the differences between phonetic elements and in combining the speech sound and the visual form?

2) Have the children in the group mastered a sufficient number of consonant elements to permit them to move on to a new level of work or to deal with the particular consonant blends under study?

Although there is a prescribed order of introduction for phonetic elements, it is possible to teach consonant digraphs-ch, wh, th prior to full coverage of all single consonant elements in the initial and final position. In some instances, where there is pressing need for mastery of a blend, the consonant blend selected can be taught before all single consonants in the final position have been mastered.

The more efficient way to select consonant blends or digraphs to be taught is by means of frequency of appearance in the word lists materials selected for pupil use.

The approach to the introduction and mastery of the consonant blend is similar to that employed when dealing with single consonants in either the initial or final position. The blend is treated first as a whole unit, i.e. cr, bl, sp. Breaking down the blend into sub-elements c, r to cr, should not be undertaken except for reinforcement purposes or to help students come to the initial learning by another pathway.

IV Consonants In the Medial Position

The teaching of consonants in the medial position during Level One has limited value. Work in this area is more relevant when working with text materials at a Second and Third Level. Here the focus on instruction would be to help the trainee. see the importance of the medial consonant in two common problem areas in word identification:

1) Medial consonant-an important cue in differentiating many one-syllable words, i.e. made, make

2) Medial consonant is useful aid in dealing with multi-syllable words, i.e. better, bigger

IV Consonants In The Medial Position (Continued)

Formal instruction on all consonant elements in the medial position is not recommended and it would be unwise to use the teaching model proposed for consonant elements in its complete form.

Teaching of consonants in the medial position should be attempted only to improve auditory discrimination of all parts of common words, to correct confusion between common words-like made and make-and to prepare for division of multi-syllable words The standard techniques would be AUDITORY DISCRIMINATION, the major emphasis, and VISUAL-AUDITORY COMBINATION to correct confusion or carelessness in reading common words like made and make. Developing mastery of the consonant elements in a medial position via SUBSTITUTION is not efficient or desirable under normal circumstances.

LEVEL THREE -- The Teaching of Vowel Elements

I Types of Vowel Elements

Single, two vowel letters only one vowel having a sound, dipthongs (2 vowels make one sound-ow, oi)and vowels controlled by "r".

II Introduction of the Concept of the Vowel

A. Begin with long ā - Very common in easy materials Easily identified by the children. Auditory and Visual techniques work well.

B. Long ā with the magic e is the starting point for the learning rather than the double vowels - ai, ay

C. Technique for introducing the long ā, the same as that employed in teaching previous phonetic elements --- auditory, auditory-visual, inductive approach to generalization -- words that have a certain vowel sound have common visual characteristics then application.

D. When the concept of the vowel as a phonetic element has been introduced, move on to teaching other vowel sounds

III Introduction of Other Vowel Sounds

A. In general, begin with the short vowel sounds

Justification: Frequency of appearance in 1st and 2nd Level reading materials.

B. Which short vowel do we teach first? The short vowel that is most important in the reading vocabulary of the stories or books under study.

Sequence	1 short a	4 short i	It is recommended that the vowel element taught should be immediately useful to the child
	2 short e	5 short u	
	3 short o		

Important: Do not teach short i and e one after another!
Do not teach short o and u one after another!

C. When the short vowels have been mastered, proceed with the teaching of the long vowels--combine magic e and double vowel form. Children are ready to learn different cases in which vowel sound is long-go, rode, eat, eel, etc.

Summary: The major goal of teaching vowel elements is to help children develop an awareness of letter sounds and to teach the child how to select from variant sounds the one appropriate to a given word.

IV. GENERAL PROPOSITIONS Re: Classroom Teaching of Vowel Elements

A. Prologue to the Problem

Leading question: Can a phonetic element be taught to the entire class and then reinforced in small group work with children?

The answer: Yes, but! If a group is ready for the teaching of a new element and there is justification for working at it--Frequent criteria. Then it can be introduced to the whole class. But! Is this the best setting for developing the new learning?

B. RESEARCH EVIDENCE Against Class Group Teaching of Vowel Elements

1. In most class groups there is not absolute readiness for the teaching of a new skill. Some differences exist which will affect the benefits derived from the group lesson. Some children need more practice with basic steps; some need very little, etc.

2. The basic purpose of introducing the new phonetic element is to get the learning rooted. It is not the teaching that is important-the time saved by large group instruction. Even the most skillful teacher finds it difficult dealing with the learning needs of the entire class. The large group tends to blur important differences in response.

3. A difficult task like learning vowel elements demands the best, the most optimal teaching-learning setting--the small group where each child will have an opportunity to respond at each stage of the learning-auditory, auditory-visual, generalization and application.

4. When teaching a phonetic element-vowel sound-in a small group, teacher has broader sample of behaviour evidence from the children. This information about how they learn, how quickly they can move, where they are having difficulty, is essential to the development of an instructional approach.

Where the information can be found:

1. observing the children's response to the questions, problems presented by the teacher and the group
2. keeping a record of the errors made in oral reading--what types of word analysis difficulties does the child have
3. examining pupil performance in workbook exercises teacher-made materials

Summary: It can be concluded that the teacher would be assured of better quality of learning if the development of new phonics concepts or the teaching of new phonetic elements was centered in the reading group rather than in the full class instruction.

C. In Some Instances Where Class Group Instruction is Desirable and Advantageous

1. To review phonic learnings of the group. Here a judgment has been made by the teacher that children have been exposed to and have practiced the concepts.

2. When basic learnings are set-vowels long and short are understood. It is practical to teach controlled "r" vowels if this condition has been satisfied. Another example-introduction to the concept of a syllable can be attempted with the entire group under certain circumstances -- one syllable words -- one vowel sound heard

3. Review of previous learnings for diagnostic purposes - a quick way to locate those children that have mastered the concept and those that have difficulties of different kinds -- can hear but cannot make the decision about the phonetic element or have trouble applying their knowledge.

THE CL BLEND

I VISUAL DISCRIMINATION

Put on the board some known sight words beginning with the CL element as:

clock clown climb clothes

Ask the children to examine the words See if they can see what is alike about these words

Ask a child to come up and circle the CL in clock, CL in clown, etc.

II AUDITORY DISCRIMINATION

Repeat these same sight words stressing the CL sound; don't exaggerate the sound.

Ask how these words are alike. Elicit from the group that they all sound alike in the beginning.

III VISUAL FIXING

Place words on the board. Ask child to come up and cross out wrong words as:

clock club ~~house~~
clear ~~coat~~ clam
crow ~~cab~~ climb
etc

Try to give each child a chance.

IV AUDITORY FIXING

Say a group of words - have children listen for those that don't begin with our CL sound as:

clear ~~house~~ clue
clam ~~coat~~ class (try to fool them)
clue ~~clear~~ climb

Give each child a chance

V BLENDING

Use known sight words if possible. If not tell child the word - Example:

Look at this word - Tip
Watch - I will erase initial sound ~~T~~ip and substitute our new sound=clip. The new word is clip.

~~r~~ub = club
~~t~~own = clown
~~d~~ock = clock /Give each child a chance

VI APPLICATION

The (club, clock) struck four.
Cl___ have shells.
Please (class close) the door
It's something I can do with my hands
It rhymes with town.
etc

A REFINED MODEL - BR - BLEND

I AUDIO DISCRIMINATION:

bridge broom broke

II VISUAL DISCRIMINATION:

Same as above on board

III AUDIO FIXING:

branch	apple	brought
hat	brush	brake
brave	brass	teach
bread	brake	cake
brother	mother	brought
brush	bake	broom
brown	frown	bring
breakfast	breath	beach

IV VISUAL FIXING:

breeze	broom	chair
bright	bring	paper
break	girl	brick
bridle	ruler	brought
baby	brush	broke
brain	bread	bank
breakfast	bed	bridge
brook	look	beat

V BLENDING ACTIVITIES:

look - brook

him - brim

mother - brother

stain - brain

light - bright

gloom - broom

freeze - breeze

room - broom

ranch - branch

steak - break

make - brake

gave - brave

thick - brick

FOLLOW-UP ACTIVITIES:

Prepared exercises, Intergration into Reading lesson and Word Analysis word attack skills . the sounds of the consonants and vowels. The primary function of the vowel symbols (a, e, i. o. u) is to provide the language with a letter that can assume a variety of sounds. The particular sound that the vowel produces is determined by the varying circumstances present in each word. It is, therefore, essential that the trainee knows the varying sounds that each vowel produces and the rules that govern when that particular sound is to be used in a word.

The following lists the basic vowel sounds and the fundamental rules that govern them. In addition, there are several recommended teaching conditions that should be present.

VOWEL SOUNDS

Long Vowel Sounds

The long vowel sound of each vowel letter is the same as the vowel's letter name. For example:

ā	as in the word	āte
ē	as in the word	ēat
ī	as in the word	īce
ō	as in the word	ōat
ū	as in the word	ūse

Short Vowel Sounds

The short vowel sounds are best learned in conjunction with guide words or guide words for pictured objects For example:

ă	as in the word	ăt	or	ăpple
ĕ	as in the word	ĕver	or	ĕgg
ĭ	as in the word	ĭt	or	Indian
ŏ	as in the word	ŏn	or	ŏx
ŭ	as in the word	up	or	umbrella

"R" Controlled Vowel Sounds

The "r" controlled vowel sounds should be learned in conjunction with guide words For example:

ar	as in the word	car
er	as in the word	her
ir	as in the word	bird
or	as in the word	or
ur	as in the word	fur

Silent Vowels

When a vowel is designated as silent it produces no sound and is used solely for word differentiation For example:

cŭt as opposed to cūte
bĕd as opposed to bēad

When vowel sounds are taught four (4) important factors must be present:

1. Instruction should follow the pattern of the teaching of a phonic Element.
2. Vowel sounds should never be taught in isolation
3. Each vowel element should be taught separately and much practice given to develop this sound
4. Pictures and key words depicting the vowel sounds should be placed conspicuously in the room for ready reference for the trainee.

VOWEL RULES

The following vowel rules govern the vast majority of vowel sounds in our language. That exceptions and additional rules exist is granted, but, the following are fundamental to word attack skills.

Short Vowel Rule

I Single Vowel Rule

When there is only one vowel in a word, and it does not end that word, it is usually given the short sound

căt bĕd sĭt hŏp shŭt

II Closed Syllable Rule

(To be taught following the introduction to syllabication concepts).

A closed syllable is a syllable that always ends in a consonant letter. When there is one vowel letter in a closed syllable it is usually short.

căn / dle sĕt / tle mĭs / deed

Long Vowel Rules

I Double Vowel Rule

When two vowels come side by side in a word, the first is usually long and the second is usually silent.

bā~~i~~t bē~~a~~d fē~~e~~d bō~~a~~t

II The Magic "e" Rule

When a word ends in the letter "e",
preceded by one consonant letter,
the vowel before the consonant is usually long,
and the final "e" is silent.

Cūt~~e~~ wrīt~~e~~ cāk~~e~~ tōt~~e~~

III The Open Syllable Rule

(To be taught following the introduction to syllabication concepts.

An open syllable is a syllable that always ends in a vowel letter When there is one vowel letter in an open syllable. it is usually long

ā/pron rē/turn bē/have

"R" Controlled Vowel Rule

When a vowel is followed by the letter "r". it is "r" controlled and gives the sound of the controlled vowel It is neither long, short, nor silent.

Teaching Suggestions

When vowel rules are taught. three (3) factors must be present:

1. **The rules should not be teacher imposed It is hoped that the group will formulate the rule from analysis of the material that necessitates the rule.**
2. **Vowel rules should be taught because the group has a need for them.**
3. **Each vowel rule should be taught separately and much practice given to develop the concept.**

STEPS IN TEACHING A PHONIC ELEMENT

THE SHORT Ă SOUND

This procedure is not written up in detail as the CL blend. It follows the same procedure though. When teaching ă. do not use any ā words. Make your comparisons later.

I VISUAL DISCRIMINATION

cap bag had track (How are they alike?)

These are known sight words.

II AUDITORY DISCRIMINATION

Say these words - stress ă sound - Don't distort ă.

cap bag had track

After you have elicited from group that they look alike with ă and they sound alike - Tell them this is the short a.

III VISUAL FIXING

(Place on board - Cross out wrong words or word

sat bad camp hat
~~chop~~ cat bath fan
fat land ~~pen~~ last
~~need~~ ~~led~~ ~~pig~~ ran

Give each a chance if possible.

IV AUDITORY FIXING

(Oral to group - stress vowel sound)

back cap fence
light bag had
hat mop track
sat head bite

Which doesn't say ă?
Give each trainee a chance.

V BLENDING

men= man
cup= cap
hit= hat
trick= track
list= last

Give each trainee a chance.

VI APPLICATION

1. The boy put his (can cap cat) on his head
2. The car can go (fast fan fat).
3. A baby cow is called a (cat calf camp).

*4. They will (play plan place) a̮ Halloween party.
*(At this stage you can use ă. You have clarified the ă sound)

5. Change the vowel in clip It now says cl_p. Write a sentence with this new word.

____

6. Check which fruit has the ă sound.

_______ _______ _______ _______

7. A water animal with 8 legs. two claws. and a broad. flat shell

I am a ____________. (clam crab cracker)

STEPS IN TEACHING A PHONIC ELEMENT

A REFINED MODEL - THE LONG Ā

I AUDITORY DISCRIMINATION:

ate aim age

II VISUAL DISCRIMINATION:

Place same words on board and have a trainee circle the phonic element presented

III AUDITORY FIXATION:

ache	bat	acorn
make	main	met
came	cook	cape
fit	fame	frame
rain	rate	red
gain	get	gate
apron	asleep	apple
play	key	stay
Sam	same	said
look	like	lake
took	take	tap
paper	pick	pain
locate	lame	look
baby	before	baker
strain	straight	street
because	bacon	became

IV VISUAL FIXATION:

aim	sit	age
ate	ache	crib
lake	same	fit
open	gain	face
acorn	stain	flip
took	name	cage
hate	hat	pay
brake	back	box
fail	ball	fall
baby	away	paint
strain	apple	animal
flame	chain	amaze

Words may be interchanged between Auditory and Visual Fixation at the discretion of the teacher.

V BLENDING ACTIVITIES:

l~~i~~ke	-	lake	b~~i~~ke	-	bake
s~~o~~me	-	same	c~~o~~me	-	came
M~~i~~ke	-	make	t~~i~~me	-	tame
l~~i~~me	-	lame	br~~o~~ke	-	brake

STEPS IN TEACHING A PHONIC ELEMENT

(Continued)

Add consonants to make a new word:

age - cage, stage rage page

ain - gain, pain, stain, rain, main chain, strain remain

ame - same, came, tame, frame, name, blame, flame

ate - fate, rate, late, hate, date, gate, mate, slate, state, plate

ake - take, fake, lake, make, rake, wake, bake, brake, stake

ay - hay, play, clay, stay, ray, May, jay, lay, bay, tray day, gay, pay, pray

---

Add final "e" and make a new word:

fat - fate
hat - hate
man - mane
rat - rate
pal - pale
tap - tape

Sam - same
mat - mate
plan - plane
pan - pane
rag - rage
fad - fade

Insert a letter and make a new word:

lad - laid ran - rain pad - paid

man - main pan - pain Stan - stain

plan - plain pal - pail pint - paint

VI APPLICATION: (Explain answer must contain element)

1. It is something Bob ate.

apple table cake

2. It is something Ted did.

jump ran played

3. Father uses it in the garden.

came rake basket

4. Don had a long ride on it.

wagon bake train

5. Every animal has one.

same tail back

(Continued)

6. It is the color of Father's coat.

gray black red

7. Mary will wash her__________.

hands place face

8. Our pony likes to eat ________.

rain hay apples

9. I will ________ the man for the candy.

thank stay pay

10. The soldier is very ________.

sad brave take

11. We must ________for the bus on the corner

wait wake ride

12 It rhymes with pail and a man brings it to your house (mail)

13 It flies in the sky and rhymes with flame (plane)

Choose the correct word for each sentence.

make	made	same	gave
came	game	tame	face

1. Mother _____ me a wagon for my birthday.

2. Baby likes to put water on her ______.

3. Dick and I have the _______ names.

4. Bob ______ to see me this morning.

5. There is a ________ duck on the farm.

6. Father ________ a little house for my dog.

7. We like to watch a ball __________.

Choose the correct word for each sentence.

rain	paint	way	wait
pay	sail	train	day
laid	pail	play	mail

1. I can find the _______ to your house.

2 Did you _________ the man for the cake?

3. We filled the ________ full of water

4. We will ________ here for you.

5. That boat does not have a motor, it has a ________.

STEPS IN TEACHING A PHONIC ELEMENT

(Continued)

6. Did you remember to ________ the letter?

7. Mother ________ the book on the table

8. When we are not having night, we are having ______.

---

1. There was a __________ growing among the other flowers
(tulip, daisy, rose)

2. A horse is usually kept in a _______________.
(farm, cage, stable)

3. We use an index to __________ information.
(locate, strain, gain)

SYLLABICATION CONCEPTS

One of the most important tools utilized as a reading skill in the field of Language Arts is syllabication. Syllabication has its beginnings in the primary levels. Much attention must be given to this skill in the intermediate levels. It should be taught and re-taught. Syllabication is learned much better when it is taught with an emphasis on discovery of generalizations rather than a stress on the memorization of prescribed rules.

Teachers should not supply the children with a generalization or rule as a starting off point. Children should be guided through materials and led to arrive at the generalization by themselves.

How then do we proceed to teach generalizations in this matter?

METHOD OF ARRIVING AT GENERALIZATIONS

FIRST GENERALIZATION:

The number of syllables in a word is determined by the number of sounded vowels in a word.

Chart for Developing Concept of Syllable - To be filled in as discussed. Use familiar sight words. Enunciate each word clearly

Word	No. of Vowels	No. of Sounds	Syllables
bat	1	1	1
raid	2	1	1
candy	2	2	2
paper	2	2	2
umbrella	3	3	3
difficult	3	3	3

Teacher: How many vowel letters do you see in bat? (1) Listen as I say bat. How many vowel letters are sounded? (1)

How many syllables does bat have? (1)
Proceed to fill in chart as you discuss the above.

How many vowel letters do you see in raid? (2)
Listen as I say raid. How many vowel letters are sounded? (1)
How many syllables does raid have? (1)
Fill in chart.

Follow this same procedure for each of the words in the chart.

Let's look carefully at our chart. What two columns are alike? (2 and 3) What does this tell us? Elicit from the group the generalization listed above that the number of syllables in a word is determined by the number of sounded vowels in a word. "We have as many syllables as there are sounded vowels."

Give trainees further practice using different words and have them fill in their own charts. Check together after their work is completed to see if this is a learned element

SECOND GENERALIZATION:

Dividing words into syllables according to vowel-consonant /consonant-vowel.

Place several known sight words on the board as:

ladder hammer button

Teacher enunciates each word according to the syllables.

Teacher: Ask the trainees where he hears the break in each word.
Ask the trainees what they notice that is similar in these words.

The trainees should conclude that when you have two consonants that come together, the syllable breaks between the two consonants

Place on the board the following words: candy barber fancy (known sight words). Enunciate each word so that each syllable is heard. Have trainees hear the division of each word. Elicit from the trainees that the same generalization applies (Vowel-Consonant/ Consonant-Vowel) but the two consonants do not have to be alike. Can we then come up with a generalization? (Look for the vowel-consonant/ consonant-vowel pattern in word, divide between the two consonants)

Suggest to trainees that when they begin looking for a pattern in a word to start with the first vowel in a word.

Give practice dividing words according to this generalization Review generalization number one. Work slowly! Do not try to teach all this in one lesson!

THIRD GENERALIZATION:

The trainees should conclude that in these words the pattern is vowel/consonant-vowel and the word is separated between the first vowel and consonant.

Place these sight words on the board:

tiger paper baby

Eunciate these words carefully. Ask the trainees if they notice any pattern in these words

Give the trainees practice dividing words into syllables using this generalization

There are many exceptions to the Third Generalization. Since there are, we suggest that the exceptions be considered as an alternate rule.

In another lesson then proceed as follows:

Yesterday, we learned to divide words like tiger, paper, and baby. These words followed a certain pattern. Who can recall this pattern? (vowel/consonant-vowel, divide between the first vowel and consonant) Today, I want you to watch. Place on board these known words: camel lemon wagon. Listen as I say these words-- cam el lem on wag on. Where is the word camel divided? Come to the board and divide camel into syllables Do the same for lemon and wagon. Now let us look at these words carefully Can you see any particular pattern? Elicit from the group that these words also have v c v but are divided after the consonant (vc/c). The teacher should cement learning that when a word has a (v c v). pattern, the trainees have two alternatives; the v/c or vc/v Most words follow the v/cv. Try that generalization first. If the word does not make sense, try the vc/v.

At this time have trainees examine the following:

ti-ger	Cam-el
pa-per	lem-on
ba-by	wag-on

What kind of vowel do they hear in tiger, paper, baby? (Long)
What kind of vowel do they hear in camel, lemon, wagon? (Short)

At this point, you can explain open and closed syllables

Open Syllable: When a vowel ends a syllable (as the i in ti/ger the a in pa/per) the vowel is usually long

Closed Syllable: When a consonant ends a syllable (as the m in cam/el, the g in wag/on) the vowel is usually short.

Give trainees plenty of practice using these generalizations and make comparisons between vccv and vcv words.

A reminder: Proceed slowly! These things are not taught in one lesson.

Once taught, they need much practice and review.

FOURTH GENERALIZATION:

When words end in LE, the consonant before the LE joins the LE to make the last syllable.

Place these words on the board:

cable   rifle   table

Enunciate each word carefully where it breaks. Ask the trainees where they think the word should be divided. Ask them to notice if there is any pattern or similarity. Elicit from the group that when words end in LE, the consonant before the LE joins the LE to make the last syllable.

Give them practice dividing words according to this generalization. Again this is an opportunity to review open syllables and closed syllables.

Don't forget to remind trainees that there are always exceptions to the generalizations.

FIFTH GENERALIZATION:

Prefixes and Suffixes form their own syllables.

Trainees must learn to recognize common prefixes and suffixes. Charts should be developed with one class listing prefixes and another listing suffixes to help trainees focus on these important structural elements.

Further practice should be included on prefixes and suffixes and their meanings.

For example: Prefix re means again

re/peat	to do again
re/pay	to pay again
re/new	to make new again

Suffix ful means full of

hope/ful	full of hope
cheer/ful	full of cheer
care/ful	full of care

Trainees can participate in creating their own charts or class charts.

Give practice utilizing prefixes only and suffixes only. Then words having both as:

Prefix	Root	Suffix
un	self	ish

OTHER COMMON PATTERNS:

1. The first vowel in words as a/pron and i/tem are open syllables. Confusion at times exists in recognizing that though a and i are the only letters in the first syllable, they are still in the same category (when a vowel ends a syllable). Some trainees sense some doubt that a and i begin a syllable and so can't end the syllable. Trainees must see that they both begin and end the syllable. If the teacher will point this out when discussing open syllables, all confusion will be erased.

2. It also should be noted that if consonant blends exist within a word, these blends are not separated. These blends then function as a single consonant sound.

For example: apron   understand   central

The blends in these words are not separate but divide as follows:

v cv   vc cv vc cv

a/pron   un/der/stand   cen/tral

Practice of this kind gives review of the generalization

SUMMARY STATEMENT ON SYLLABICATION

The generalizations we must convey to the trainees in order to make syllabications a useful tool are:

1. Ror each vowel sounded there is a syllable.
2. Words usually can be divided if they follow the pattern vc/cv.
3. Words usually can be divided if they contain v/cv or the alternate vc/v pattern.
4. Words usually can be divided into syllables if they have the consonant LE pattern
5. Prefixes are their own syllable
6. Suffixes are their own syllable
7. In working with syllables, we develop two types: Closed Syllables and Open Syllables.

MODELS FOR TEACHER PREPARED PRACTICE SHEETS
FOR
WORKING WITH SYLLABICATION

Syllabication

Look at these words: hel-lo pup-py mat-ter

Notice how they are divided into syllables.

How many syllables are there in each word: ______________

Can you see any pattern in these words? What is it? ______

Try to divide these words into syllables

caddy carrot daddy popper alley banner derrick

cabbage beggar etc ...

Give the generalization for dividing these words into syllables

____

Worksheet 2

Look at these words: can-dy bar-ber fan-cy

Notice how they are divided into syllables.

How many syllables are there in each word? __________

Can you see any pattern in these words? What is it? ________

Try to divide these words into syllables

candy captain carpet dentist fancy hectic center

picnic roster etc....

Give the generalization for dividing these words into syllables.

____

Worksheet 3

Look at these words: pa-per ba-by mu-sic Pe-ter

Notice how they are divided into syllables

How many syllables are there in each word? ___________

Can you see any pattern in these words? What is it? ___________

Try to divide these words into syllables

favor razor navy fever tepee cider minor silo

topaz duty divan etc....

Give the generalization for dividing these words into syllables.

USEFUL INFORMATION ABOUT COMMON

PREFIXES AND SUFFIXES

PREFIXES

NOTE TO TEACHER: These prefixes account for 82% of all the words in which prefixes appear.

Prefix	Meaning	Examples
a (ab)	from, away	abnormal, abdicate. avert
ad	to, toward	adjust, adjourn administer
be	by	beside
con (co,col,com)	together,with	concur. connect. contend. combine, collect
de	from, down from	dejected. delegate. degrade
dis (di)	apart, not	dispatch. dismiss. dishonor
ex. e	out of. from	expel, exodus exhume
in (il,un,ir)	into. not	inconsistent. inelegant. illegible irreverent
in. en	in into. among	invade. include entice
pre	before	precede. prelude
pro	for forward. in	propose. program
re	back, again	renew. reiterate repress
sub	under	subway. subnormal. subject
un	not	unkind, unnecessary

SUFFIXES

NOTE TO TEACHER: These suffixes are usually heavily weighted by the authors of graded reading materials in Levels 1 - 8.

Suffix	Meaning	Examples
-able, -ible	capable of being	serviceable, credible
-ance, -ancy) -ace, -acy)	state of being	disturbance, intimacy
-age	act or condition	dotage, marriage, bondage
-ant	(adj: being (noun: one who	resonant, vacant attendant, servant
-eer, -er	one who does	pamphleteer. auctioneer
-en	((1) little ((2) made of	maiden, kitten earthen, olden
-ence, -ency	state of quality	independence, violence dependency
-et, -let	little	lancet. leaflet
-full	fulness	hopeful
-hood	state, condition	motherhood, manhood
-ic	like made of	plastic magic
-ion	act, or state of being	coercion fusion
-ish	pertaining to. like	greenish
-ise. -ize	to make	colonize. memorize
-ism	system of	socialism
-ist, -ite	one who	optimist. theist
-less	without	hopeless. worthless
-ly	like	princely
-ment	state of being, act	amendment, development
-ness	state of	goodness
-or,-ar, -e	one who, that which	elector, engraver

SUFFIXES
(Continued)

Suffix	Meaning	Examples
-ory	(relating to (that which (pertains to place (of serving for	dormitory, factory commendatory, explanatory
-ose, -ous	abounding in	verbose, grandiose, gracious
-ty	state of	gravity
-ward	turning to, in direction of	heavenward, forward
-y	pertaining to	rainy

DOLCH WORD LIST

The following 220 words make up 50 to 75 per cent of all school reading matter. They are service words (not including nouns) which are common to all reading materials. They are recognized instantly by good second level readers and by average third level readers. The first step in remedial reading is to see that the trainee recognizes these words instantly by sight.

"Sight" words should be "one-look" words. That is, the trainee should recognize them instantly, without hesitation.

a
about
after
again
all
always
am
an
and
call
came
can
carry
clean
cold
come
could
cut
did
do
does
done
don't
down
draw
drink

eat
eight
every

fall
far
fast
find
first
only
or
our
out
over
own

pick
play
please
pretty
pull
put

ran

any
are
around
as
ask
at
ate
away

five
fly
for
found
four
from
full
funny

gave
get
give
go
goes
going
good
got
green
grow

had
has
have
he
help
her
here
shall
she
show
sing
six
sit
sleep
small
so
some
soon
start
stop

take

be
because
been
before
best
better
big
black
blue
him
his
hold
hot
how
hurt

I
if
in
into
is
it
its

jump
just

keep
kind
know

laugh
let
light
like
little
think
this
those
three
to
today
together
too
try
two

under
up
upon
us

both
bring
brown
but
buy
by

live
long
look

made
make
many
may
me
much
must
my
myself

never
new
no
not
now

of
off
old
on
once
one
open
what
when
where
which
write
who
why
will
wish
with
work
would
write

yellow

DOLCH WORD LIST

(CONTINUED)

read
red
ride
right
round
run

said
saw
say
see
seven

tell
ten
thank
than
that
the
their
there
them
then
these
they

use

very

walk
want
warm
was
wash
we
went
were

yes
you
your

CRITICAL READING

1. Using Context Clues to Discover Setting

(Underline words and phrases which help you understand when and where the story takes place.)

- a -

In going from Mobilization for Youth on East Second Street, one needs to know the public transportation routes one would use to get to the Zoo and Botanical Gardens in the northeastern part of the Bronx. Possible routes include the Avenue B bus to 14th Street, then the Lexington Avenue-Bronx Park train, or the Sixth Avenue D train to Fordham Road in the Bronx, and then the Pelham Bay bus.

- b -

What was once a dry, barren desert land is now a pleasant town of neat one-story green lawned houses. In years past the rushing waters of the Colorado River flowed seven miles away from this "new" Arizona city. Part of the Rocky Mountain range was between the river and what was wasteland. Through the use of modern methods of engineering a tributary was built off the Colorado, sent through the mountain and into the dry valley.

- c -

The Laboratory was established in 1950 to assist the scientists of the country in doing advanced research with atomic energy. Now, in its seventeenth year, the scientists at this Long Island Laboratory are doing studies to discover new facts of nature in fields as varied as Medicine, Farming, Space Exploration and Genetics.

2. Use context clues to discover what characters reveal about themselves.

(Consider what each character says and how it is said.)

- a -

"My, Josie, that lamp is perfectly beautiful. My dear, you have such excellent taste."

Q. Male or Female__________

- b -

"Now I want you guys to listen to me. I don't want none of you say a thing when the Captain asks you if you are tired. You are not tired! You do want to volunteer to go out and find Krauts.

You are not hungry. You do have enough ammunition. You do not say anything bad. You will listen to me. (Pause) Fellers, the Captain needs our help and we gotta go "

Q. Male or Female ______________ joking or serious ________
Occupation ____________ Well educated or not __________
Meek or forceful ________ Loyal or disinterested ________
Lying or truthful ______________

- c -

"I do not understand why you do not arrange to have those children play somewhere else They are noisy and ill-mannered I do not see why immigrants are allowed to move into our neighborhood Before they came everything was decent and children minded their elders Real Americans act differently."

Q Male or Female ____________ joking or serious __________
young or old ___________ Well educated or not __________
Openminded or prejudiced __________________
happy or annoyed ______________ nationality __________
democratic or undemocratic ______________

3. Identifying Characters' Traits and Emotions Through What They say.

(consider *what* each character says and *how* it is said)

- a -

"Bring him here! He has ruined the tractor. He told me he knew how to run the machine. He said he had experience The motor is burned out and the reverse gear is broken. I'll make him pay for the damage - after I tell him what I think of him "

Q. Is the speaker calm _____ amazed _____ angry __________
fearful ______ understanding ____________

- b -

"I know you would help me if you could You have already given me much of your time and advice You have tried to change their minds but they will not listen to reason At least I know I have your understanding "

Q Is the speaker angry ______ understanding ____________
calm _______ appreciative ___________ sarcastic _______
honest ______________

"No the world cannot wait to eventually find a way to peace If we do not find a way soon, today, now, *before* the next war, we will never have a chance again "

Q. Is the speaker's tone one of calmness ______________
ridicule ____________ sympathy ______________
panic ____________ cowardice ____________ urgency ________

4. Determining a Writer's Authority

(Would you accept the following persons as authorities on the subject listed for each name?)

____________ Mickey Mantle on baseball
____________ The Beatles on breakfast cereals
____________ President Johnson on American politics
Benjamin Franklin on ship building

____________ Patty Duke on acting
____________ Thomas Edison on electricity
____________ Policeman on bicycle safety

5. Choosing Among Various Authorities

(Choose which authority would be the most complete up-to-date and best informed on each of the listed topics)

A. How an automobile engine works
a. your teacher b. an encyclopedia c a gas station man

B. Care of elephants
a. book on wild animals b. a pet shop owner
c. A zoo keeper

C. Planting a flower garden
a. an article on home gardening in a magazine
b. a farmer c a seed salesman

6. Recognizing Possible Bias

(Decide whether the speaker is an authority and whether or not you think he is biased.)

A In an advertisement Mickey Mantle says that Blank baseball bats are the best to buy for little leagues
Authority? ________________ Why?
Biased? ________________ Why?

B. John Glenn the astronaut stated that the United States has a very good space team but that we will probably not place a man on the moon before 1975 He feels that it will take that long to accumulate the new knowledge needed and to build the more advanced space vehicles
Authority? ________________ Why?
Biased? ________________ Why?

C. The salesman who works at the Manhattan Ford Co advised his customers that he honestly thought that Plymouth cars are not as good as Fords. He said that the wise person would buy a Ford.
Authority? ________________ Why?
Biased? ________________ Why?

7. Deciding whether it is Fact or Opinion

(Decide which statement is a fact that could be proven True or False and which statement is a matter of someone's opinion that cannot be proven True or False.)

a Rock and Roll music is too loud and not as good as other music.

b Longwood High School had 948 students as of November 22nd.

c All children should have pets

d Leaves turn color in the fall because sap from the twigs cannot get into the leaves.

e Modern trains can go faster than jet-propelled airplanes

f. President Kennedy was a great president who was assassinated.

THE ART OF QUESTIONING

"Questioning" is potentially your most important tool for helping trainees to understand and to interpret what they read. If the questions you pose are thought-provoking and stimulating, your trainees will grow in their ability to think critically about what they read. On the other hand, if your questions are limited to facts and small details, thinking and appreciation may be shallow.

Step 1 - THOUGHT-STARTING QUESTIONS
(Prereading Questions)

A. QUESTIONS BASED ON EXPERIENCES

1. What do you already know about ____________?
2. Why is ____________ so important today?
3. How do we know that ____________?
4. Whom do you think of when ____________?
5. Where can we find evidence to show ____________?

B. BOOK SIGNAL QUESTIONS

Using Table of Contents

1. What ideas about the chapter do you get from the Table of Contents?
2. How many important points can we expect to find in this chapter (or section)?
3. How is this chapter related to the others we have studied?

Using Headings within Chapters

1. How does the author indicates major ideas? How many are there in ____________?
2. What questions are suggested by the headings?
3. Can you see any other way of organizing these headings?

Using Pictorial Aids

1. What is the main idea of this: picture? map? chart?
2. How does this map differ from the one on page ________?
3. What is the author's purpose in including this chart?

C. VOCABULARY QUESTIONS

1. In this heading, what is the key word? Why?
2. What does ____________ mean in this sentence?
3. What are some of the meanings you already know for ________?
4. What does the Glossary tell us about ____________?
5. How many meanings are given in our dictionary for ________? Which is the probable meaning in this chapter? Why?

Step 2 - QUESTIONS TO GUIDE THOUGHTFUL SILENT READING

1. Can you find out if ______________________?
2. Can you find evidence to support ______________?
3. Can you discover how this point of view is developed?
4. What is the main point of the author's argument and the evidence he gives to support his ideas?
5. What is the problem and what information is given to help solve it?
6. What steps are needed to complete the experiment?
7. Would you have made the same decision as the hero?

Step 3 - THOUGHT-DEVELOPMENT QUESTIONS
(Postreading Questions)

A. UNDERSTANDING MAIN IDEAS

1. What is (are) the main idea(s) of this story? Chapter?
2. What is the topic sentence of this paragraph"
3. What are the chief points in this proposal?
4. What would a good headline for this paragraph be?

B. UNDERSTANDING DETAILS

1. What facts are given to show that______________?
2. When were they presented?
3. What sentences answer the following questions:

____?

C. VOCABULARY

1. What new meaning did you learn for ______________?
2. What does ______________ mean in this chapter ?
3. What word could be substituted for ________ in this sentence without changing its meaning?
4. In paragraph________ what word means the same as________?
5. In paragraph________ what word is the opposite of________?
6. What is the key word in this sentence (or paragraph)? Why ?
7. What words in this paragraph create images? How?

D. UNDERSTANDING SEQUENCE

1. What steps do we follow when ______________________?
2. What were the first two things that had to be done before

____?

E. INFERENTIAL THINKING

1 What does this mean to you?
2 What do you think will happen next?
3. How can you apply the ideas on this page to daily life?
4 Why did the author write this book?
5 What kind of person was ______________________?
6 What steps should be taken in the light of this evidence?

F. APPRECIATION

1. How does the author make you feel about ______________?
2 What paragraphs set the mood of this story ______________?
3. How would you like to ______________________________?
4. What sentences and paragraphs describe the feelings of: anger? fear? love? disgust?

WORKING PAPER NO. 1: A DESCRIPTION OF THE READING PROCESS

A widely quoted definition of reading describes it as a process of bringing meaning to the printed page. In this formulation the words, the phrases, the sentences, the patterns of thought of the writer are but the raw materials for a personal act of creation which we describe in our profession as getting the meaning, comprehension or understanding. This point of view about the reading process is well substantiated by research in the psychology of reading and does not contradict prevalent or accepted formulations of specialists in communication theory.

Although a great deal is known about the pedagogy of reading - the techniques for helping children and adults achieve literacy - not much is known about how the child or adult actually learns to read. We can only guess at the workings of the internal process by studying the reflections of its operation in the behaviour of readers at different stages of development or by examining their reactions to experimental or school-based reading tasks. The general conclusion that can be drawn from these investigations is that the attainment of proficiency in reading many kinds of materials for many different purposes is the result of continuous learning from childhood until senility. Only rarely is it attained without guidance and without long experience in acquiring not only a wide range of abilities and skills but also a growing consciousness of how to attach printed materials under different circumstances. This conclusion has been supported instudies of adult readers which indicated that long established habits and attitudes can be modified by instruction with results that led to greater satisfactions as well as greater skill in reading. We confronted therefore with the comforting fact that there is no cut off point for learning to read well. Witty estimates that most adults utilize only about 20 percent of their capacity to read rapidly and intelligently. And there are no prescribed limits to self-improvement in reading at any age level. Clinicians in reading improvement programs established for colleges and industry have found that almost any adult can improve his reading both in rate and in comprehension.

The lack of information about the internal process of turning symbols into meaningful patterns for the reader is more than compensated for in the superabundance of studies that explore the various skills to be mastered in order to achieve functional literacy. The list of skills to be learned is alwasy surprisingly longer than one expects it to be. A glance at a summary chart of teaching objectives in any basal reader manual will bear this point out. For our purposes it is sufficient to take note of this vack and to move on to an examination the broader and more useful grouping of skills which the experts in the reading field describe as levels of reading. This system of categorizing reading elements permits one to take a wide angle view of reading as it is taught or applied by the student at any age level and in different types of printed materials.

The pattern for grouping skills most generally accepted by specialists is a 5 level arrangement: Level 1 Sounds of word and letters. Level 2 Read for General Impression-Scanning. Level 3 Read for Literal Comprehension. Level 4 Interpret what is read. Level 5 Reading as a Personal Experience. When you survey the research undertaken in the field of reading you will discover that the most productive areas of investigation have been Level 1 and Level 3. We have little research evidence on the interpretative processes and skills and even less information about the impact of reading materials, their influence on personal development. In passing it is interesting to take note of the fact that most of the reading that is done in school or at home is confined to Level 3.

Having moved this far along the road let's look at these five levels of reading from the perspective of another line of inquiry. We may assume based upon our personal experience as readers that the levels are interdependent or linked together in a scale of progression from easy to hard when in fact this is not the case. Level 1 is the only segment of the group that has predictable effect on all others. Piekarz and other investigators have shown that children unable to read a paragraph with relative ease have fewer reactions to it and most of these are superficial or literal. Sochor and Clark found that tests of critical reading and of reading to predict (Level 4) were relatively independent of the usual measures of vocabulary and comprehension (Level 3). This study suggests that the task of teaching evaluative or critical reading and the broad lower-level comprehension skills are not two sides of the same coin. It appears that learning to read at Level 4 required the teaching thinking. The major problem for the teacher is to help the student understand the logic or structure of a discipline (e.g. history, science) so that he can get meaning from the language forms used to present ideas and information. The evidence is piling up against the traditional assumption that success in literal comprehension automatically leads to or prepares for the higher level of comprehension skills that most secondary teachers expect from their students.

Before closing this section of the paper I would like to summarize the findings of a great number of studies made of reading in the content fields. These investigations unanimously support the proposition that reading in science, mathematics, social studies, industrial arts, etc. depends upon basic skills but they also emphasize that a reader must learn those reading skills that apply to a particular content field. Experimentation has shown that the nature of reading in one content area may be more difficult and radically different from that in another so much so that ability to read well in one subject may not be a good predictor of ability to read well in any other subjects. The implications of the research findings for a subject teacher using printed material for instructional purposes are not difficult to define. The necessity for involving all teachers in the effort to promote effective reading in each content field is underscored by the fact that 75 percent of all that is learned at the Secondary level is acquired through reading.

Observations Related to Common Problems in Reading Grades 4 - 8

1. It has been found that word meanings are a major block to successful content reading. One characteristic of content texts is the size and nature of the vocabulary employed. This problem is not fully recognized by the publishers themselves who in one study of 72 Jr. High School English books were found to have devoted only 2.2 percent of reading work time to vocabulary development. The problem is further compounded by the fact that a disturbing characteristic of intermediate and High School students drawn from studies of vocabulary development is their low level of meaning consciousness in contrast to a higher and more adequate level of word form consciousness.

2. Another major weakness lies in the student's inability to establish a reading attack appropriate for the material under study. Most students fail to learn how to adjust their reading to meet the requirements of various content fields. The basic assumption made by most investigators is that there are vast differences in

demands of materials in each field and the reader must learn to accomodate for this or suffer serious losses in meaning getting.

3. One obvious difference between secondary and elementary school reading is the increase in the reading load for student as he moves up the grade ladder. The realistic requirements of a normal departmental program include the expectation that the student can cover more ground and without a loss in quality in performance. Where reading fluency is good, achievement is generally optimal. The literature on the topic indicates the good reading fluency is not commonplace in American Schools. This evaluation is borne out by the great interest and use of various mechanical speed improvement devices in High School and adult reading programs. Despite glowing reports of success with machines, researchers have been trying to persuade educators to accept the new-impressive evidence which indicates that reading rate does not depend on a single capacity but is instead an aggregate of abilities employed selectively in reading different types of materials. In these studies fluency is defined as the ability to adjust rate of reading to difficulty of material, the nature of the content, and the purpose for which it is read. It is also important to assess the reader's familiarity with vocabulary and subject matter. Fluency founders or increases in direct proportion to the reader's general information background about assigned materials.

4. A typical complaint of the instructor working with readers at 5th grade level and above is the failure of the student to get full benefit from the independent study of text or assigned materials. Usually the responsibility for failure is placed everywhere except on the right doorstep. A significant factor, however, in low quality reading of assigned materials is the classroom teacher making the assignment according to research workers. Those teachers who do not carefully prepare their students for text book reading or give little attention to nature and scope and purposefulness of their assignments were found to have the most difficulty in getting the students to meet their expectations. Another reason for low pupil performance stemmed from the classroom teacher's in attention to or inability to plan for the range of abilities in his class group either by differentiations of assignments or by use of printed materials at various reading levels.

5. An area of reading development normally neglected in the push for content learning and academic achievement is the expansion of reading interests and the improvement of reading tastes. Studies of reading habits of adults and college students reveal that when left to themselves they tend to read within a narrow area and in materials which afford them little challenge. Their reading tastes are as a consequence less mature than those needed to enable reading to make a real and lasting contribution to them throughout adult life. Contrary to common sense verification the secondary student needs as much if not more support to extend their reading beyond the confines of the textbook. Paul Witty cites studies of reading habits of high school and college students over three decades that show very little reading taking place apart from textbook assignments..

Reading Maturity and the Characteristics of Superior Readers

In a series of major studies W. S. Gray and his co-workers have attempted to define the meaning of maturity in reading performance and describe the characteristics of superior readers. This research also probed for the significant factors and influences that inhibit or produce a high level of reading behaviour at different stages of development.

The criterial for maturity that Gray employed is reproduced in the original form. This statement provides another conceptual lens for viewing the complex of abilities and skills involved in reading.

I Recognition and Construing of Meaning

a. grasping literal or sense meaning of a passage.

b. recognizing meanings implied but not stated.

c. recalling related meanings that enrich one's understanding of a passage.

d. reaching valid conclusions or making gneralizations not stated by the author.

II Evaluation Reactions to the Material Read

a. adopting an attitude of inquiry concerning such items as accuracy, value and quality of what is read.

b. suspending decisions and using rational standards of judgment in making evaluative responses.

III Use and Application of the Ideas Acquired

a. recognizing what is read may have personal or social value.

b. insightfulness, breadth, and penetration in using or applying ideas acquired.

WORKING PAPER NO•2: SKILLS NECESSARY FOR EFFECTIVE READING OF CONTENT MATERIALS

Above the primary grade level it is difficult to differentiate between reading the content and learning the content in a subject area. Rarely does the instructor assigning material to his students state this is just for reading. He operates from the assumption that reading and learning are connected and his students accept the premise when they tackle a reading assignment.

Studies of reading in the content fields have identified two types of problems that must be resolved by the reader if he is to make reading an effective instrument of learning. First, he must master the special skills appropriate to the type of material read (e.g., shop manual, civil service examination booklet). Second, he must develop an experiential background which permits him to perceive the printed symbols in a meaningful way. The common failing of the "regular or honors" students at the High School or college levels is not the lack of mechanical skills but the inability to use them flexibly and with purpose, the incapacity to adjust themselves to the variety of reading materials and purposes that exist in content reading. In effect we can view the quality of learning as a measure of the quality of reading and we will find the converse to be true.

It is not surprising to discover that the effective content reader is one who is thoughtful or stated another way has worked hard to make reading a purposeful activity. In some types of reading-reading for recreation-we can expect that the purposes for reading may be highly varied and commendably vague. This approach can not be applied successfully in content reading. For the obvious reason that the great bulk of reading typically done in the content fields is assigned reading which implies at least some direction or control of the reading activity. The reader who has not erected a structure or organization for gathering meaning from the printed page finds himself lost in a sea of words. Actually any reader will find that he can not take more from the printed page than he is prepared to take or ready to use.

The strategy for reading in the content fields requires an acceptance of the fact that purpose, the basis of organization, and the way of reading the material are interrelated. The reading attack that is devised if it is to be effective emerges from a balancing of the reader's needs and the requirements of the material. In practice it can be described as a series of actions beginning with a preview of the material to determine its difficulty followed by the development of plan for reading it which encompasses general approach (e.g., intensive critical, or rapid reading), vocabulary building and retention.

With the preceding paragraphs as the necessary background for a discussion of effective reading in the content field it may be helpful to look at the scope of the task that confronts us. The study that has been most illuminating was one conducted by Perry on the reading habits of Harvard freshmen. The depth of the study and its time span-twenty years-may not be as significant as the fact that it is a picture of typical reading habits of the high school students who are drawn from the stratospheric region of any scholastic measurement scale. The findings of Perry's work can, therefore, be both instructive and comforting. He has stated that the reading approach characteristic of 99 percent of Harvard freshmen readers was obedient purposefulness. These students could read well when reading performance was confined to word getting or to low level comprehension skills where they faltered was at the higher, the more integrative levels of meaning getting. The sometimes fatal flaw in their reading performance was due primarily to a lack of independence of approach in reading. All the students in this category were strapped, hobbled, out off from optimal performance by misconceptions of the reading process that made learning difficult. It would not be difficult to predict on the basis of this and other research studies that the quantitative dimension of our problem in the secondary school is equivalent and the qualitative solution is dependent on the same methodology employed at Harvard, general instruction in the art of thoughtful reading. The purpose of this approach was to help the student see the problems of reading clearly and to give them support in become more active, purposeful readers who used judgement rather than ritual to get meaning from the printed page.

A Portrait of Reading Skills Required in Bach Content Field

The research studies of skills integral to reading at any level or in any type of material are copious. Before identifying the precise skills that appear central to reading in any content field it would be useful to examine the common techniques employed by investigators of the problem. These techniques in part explain why certain skills are located in a particular content field but more important to us they provide a reference system useful for independent investigation of the same problem in our program. Utilizing their techniques we can confirm or deny the realism of their judgements and the applicability of their ideas for analyzing reading skills performance of skill station trainees in re department a remedial education.

Most of the researchers in skills analysis draws their data from three major sources. 1) A depth study of reading materials primarily textbooks to locate factors that influence difficulty-sentence length, vocabulary employed, concept density in sentences and paragraphs etc. 2) controlled experiments in content reading or teacher observations of reading difficulties experienced by students and 3) the opinions of scholars who offer suggestive guidelines to the problems of mastering content or learning in each content area. In the reading field those specialists who are successful in weaving together these major categories in a dynamic way are referred to more frequently in the bibliographies of studies and are considered more expert. The qualifications for expertness in skills analysis can serve as one measure of our own competency when we reach the stage of work where the total staff is involved in looking at what students need to do read effectively in content subject and how well they are meeting our institutional goals-expectations.

Though the skills analysis that follows is organized around the traditional subject areas of a secondary program, it will be characterized by a great deal of repetition. This is unavoidable. For while the content to be learned in each subject area is unique the discipline-areas of specialized learning draw heavily upon each other for vocabulary, sense data, concepts and methods of organizing information and ideas. (e.g., science and social studies require mathematical meanings and ideas, English relies up rules of evidence in critical reading drawn from the natural sciences etc.). A more significant linkage or explanation for the repetition of skills factors in each content field stems from the underlying wholeness of the learning process that gives to reading in any content field a common denominator of approach despite special instructional requirements.

ENGLISH

The reading skills identified as most critical to the effective reading of literature are adjusting speed to purpose, vocabulary building and the learning the techniques for handling different types of literature.

The first two skills mentioned are very much dependent on how the student is set for the type of reading he asked to undertake. For example, the novel in contrast to the short story presents the student with the problem of adjusting his approach to the structure of the narrative material. The reader gains most from a continuous reading of a novel and least from intensive study while the short story form requires intensive reading if the reader is to deal intelligently with problems of compression that differentiate the short story from the novel. Drama, in contrast to the first two examples, calls upon the reader's imagination far more than the novel or short story. Each type of literature therefore presents a problem in reading that grows out of its structure which the reader must be prepared for if he is to get something of value from his reading.

SOCIAL SCIENCE MATERIAL

Any examination of any social science texts or pamphlets will reveal the following characteristics. The material is not usually developed in narrative form. The content is condensed and the vocabulary difficulty. Although the information presented is organized into proper relationships identified by a wide variety of text signals i.e., black type, margin notes, subheading etc. previous knowledge must be recalled by the reader to illuminate ideas and develop concepts in depth. Ernest Horn stated the case succinctly when stated that "social studies content is usually presented in a form of condensed and abstract statement that are readily understood only by those who have already formed the generalizations for which the statements stand". The teacher who is helping a good student-by definition area of basic skills weaknesses in reading- get the meaning of his text material has his work out out for him.

The literature on the teaching of social science content and the teaching of reading has identified more than 20 reasonably distinct reading skills in this content field. But for our purposes I will list the eight skills that are most frequently mentioned. We can equate frequency and significance to our advantage and thus avoid being mired in an seemingly endless list of elements that have different weights.

1. Development of vocabulary knowledge of technical terms, mutlisyllabic words, abstract terms, general terms, mathematical terms, concepts.

2. Reading and deriving meaning from long and complex sentences.
3. Reading important ideas and developing skill for retention of relevant events and developments.
4. Locating and evaluating materials
5. Comprehending a sequence of events, simultaneous events and cause and effect relationships.
6. Discriminating between fact and opinion.
7. Draw conclusions and making sound inferences and generalizations.
8. Speed-rate appropriate to purposes and type of material.

Experimental work undertaken to improve reading the social studies indicates that most fruitful results are attained when the following skill areas are stressed: vocabulary, symbols, abbreviations, study skills and comprehension skills. The inclusiveness of the skills area doesn't give us much of a handle to work with but take heart of five areas mentioned. vocabulary and study skills seem to be the most promising starting points for reading improvement.

MATHEMATICS

As in reading English so in reading mathematics the two chief causes of reading difficulties are 1) not knowing what symbols mean and 2) not knowing or being confused about the purpose for reading. Recent studies support the contention of most teachers that many of the failures in mathematics are caused by the inability of students to read mathematical discussions as well as problems and exercises understandingly. The prime reason for difficulty Thorndike and other experts believe is the students failure to master the new language or achieve a level of proficiency that satisfies their instructors. In their view mere knowledge of the language of algebra, for example, has more utility than educators have thought while skill in computing has less. The elements of this language-alphabetical symbols or literal numbers, operational symbols, directed numbers, methods of showing relationship are acquired slowly. There is a clear evidence in research literature that the improvement of students reading in mathematics is directly dependent upon helping them establish clear referents for the mathematical language they use.

There is general agreement among experts that mathematics is always read slowly and intensively. The common problem of most students even those who know the subject is the tendency to read at an inappropriate pace. More natural to the teacher's purposes is the information provided by the literature on comprehension problems. It has been found that reading in mathematics to satisfy a purpose set either by the student or the teacher includes both a full reception of details and an accurate formulation of them into a main idea or a type of problem. To read mathematics the student in effect must read with paper and pencil to translate mathematical language into English. Students who are not trained in problem solving the practice of isolating essential factors, non-essential factors and irrelevant factors generally do not do well incomprehension.

In connection with the previous discussion it is interesting to note that researchers have found that numerals make a greater demand upon the attention of the reader [illegible]n do accompanying words perhaps because combinations of digits are fluid while the letters of words are fixed They also point out the reading literal numbers is harder than reading digits. And the mere perception involved in reading formulas makes a greater demand on the eye than reading either scientific prose or algebra narrative. This collection of research findings suggests that the student not only has to learn a new language but he has to take into account differences in visual requirements set by the printed symbols of the language.

The student reading in mathematics has to work through the following generalized steps before he can hope to get meaning from his reading.

1. Interpret accurately mathematical vocabulary. Research evidence offers little hope that students will "grow into"

an understanding of technical terms they have to be taught directly.

2. Recognize numerous abbreviations
3. Approxiamte meaning of words
4. Recognize the continuity of ideas from arithmethic on
5. Grasp concepts so that the structure of mathematics becomes more important the processes.

It can be recognized that taking each step in sequence or simultaneously is a learned action rather than an intuitive or reflexive one.

When you set against the step pattern described above the list of common reading difficulties reported by secondary school mathematics teachers who work with students in the classroom we can appreciate the crucialness of the teacher's reading guidance role.

1. Use of familiar word in a new setting
2. Inability to get accurate relationships
3. Failure to read critically and to emphasize key words
4. Inability to get direction because of meaningless symbols, new and difficult words, long involved sentences

There is no single key to the elimination of these difficulties but reduction is possible if the student learns to view reading in mathematics always as a combination of intensive and critical reading. The recognition of the value of this approach which explains in part why we always have to read mathematical materials slowly coupled with specific training in the techniques characteristic of this style of reading should increase the general level of reading compentency in this area for all students.

WORKING PAPER NO.3: GUIDELINES TO THE IMPROVEMENT OF VOCABULARY

How many words are there in the English language? The experts argue but there is general agreement on the high and low word count figures. If you had the time for the project you discover that there are between 1,000,000 and 2,000,000 words in our language. *The point of controversy that produces a gap in the actual count (some poor soul did it-one by one down the columns of an unabridged dictionary) is the definition of a different word. For the layman this argument among linguistic scholars is akin to the far out discussions between theologians on the number of angels on needles or the intensity of the fires of Hell. The user of the language fortunately does not have to be troubled by the number of words in the language. No one person has ever mastered them all. This statement applies even to those compulsive members of the species who attempt to memorize the dictionary from aardvark to zymurgy. The common folk-teachers and students-correctly focus their concern around the question: How many words do I need to understand to effectively understand what is being said or written and communicate my own ideas and feelings with precision?

The students of language and communication have discovered some interesting things in their ramblings and investigations of this question. The word count studies of the literary greats in western civilization have shown that the use vocabulary of Shakespeare was 26,000 words, of Victor Hugo- 20,000 words, of John Milton- about 11,000 words, of Homer- about 9,000 words and the King James Bible- about 6,000 words. It is heartening to see these masters of our language cut down to word size but number of words used-thank goodness-can never be the measure of literary quality. In their studies of the average word user they have found that a high school graduate can recognize about 50,000 words but actually uses about 10,000 words, the college graduate can recognize 70,000 words (approximately) and applies about 15,000 of this number throughout his lifetime. The comparison between words recognized and words used indicates that most people employ only 20% of the words they know in speech and writing. Within each of us there is as one expert so aptly put it "a sleeping vocabulary", a storehouse of words, phrases, idiomatic expressions that lies untapped or unused. The active vocabulary, the symbols employed in everyday speech and writing, is organized by convention and practice with the result that more words are used in speech than in writing and a high percentage of the words are employed with almost maddening frequency- i.e. cliches, trite phrases and words etc.

The narrowing down of the number of words to be learned is but part of the problem. Although there is great satisfaction to be gained from the fact that the sky is not the limit, the need to equip students with a vocabulary that reflects the 20th Century world, aids their thinking and gives them freedom to express their thoughts is still with us. We have seen in past working papers that vocabulary is one of the keys to successful performance in the content fields and that it is one area in the reading process that is neglected. Skillful word users particularly teachers take words for granted. They assume like some characters in Alice in Wonderland that words mean what they say. An assumption, by the way, that has no basis in life or in speech. Mckee, one of the "good" reading experts, points out that "teachers at higher levels- intermediate grades, high school and college- are less conscious of the learner's limitations and more eager to accept his reproduction or paraphrasing of symbols as evidence and do not recognize the need or are willing to take the time to help students clarify and organize the strange meanings present". We have, therefore, a double problem when the concern

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* Websters Unabridged Dictionary -- 5th Edition and down.

with vocabulary development is transformed into an instructional questions- how to help teachers increase their understanding of the language they work so easily and how to help them teach a language that is on the surface the common tongue of the culture.

Before digging into the depths of the problems presented with all ten fingers it would be wise to explore this world of useful and used words more fully. The experts in the language field perceive vocabulary in two dimensions when they are trying to get out the categories or types of vocabulary. The broad divisions they produced are patterned around two ideas- what kinds of words are used and what meanings do these words convey. In the first category all the words we use can be described either as "general vocabulary" or "technical vocabulary". This approach makes the assumption that a student pursuing a special interest i.e. automechanics, stamps or learning a special subject i.e. science, mathematics can not successfully deal with the ideas and processes unless understands and can use the words that are directly connected with his investigations. To be knowledgeable, therefore, requires the student to know the words that convey or communicate the knowledge. Every content area has its special or technical vocabulary which must be learned. This vocabulary combined with the other words in the language of the student, the "general vocabulary" creates the possibilities for communication and understanding between teacher and student. Underneath this canopy categorization there is another dimension of word grouping that is less mechanical but equally important. At this level words are viewed as having two kinds of meanings - one, a specific, limited definition or denotation and two, a less definite or implied meaning or connotation. Any user of language must, they state, be conscious of this level if he is to really understand what is being said or written. Words by themselves say something but when they are grouped, calculatingly placed in a sequence of ideas, punctuated in certain ways etc.they take on coloration or emphasis in effect determines the meaning of the words intended by the writer or assumed by the readers.

Patience! We have more step to take before we are at the plateau or plane of our problem. There is no need to go into the language development of the child or adolescent in our culture in detail. It is sufficient to say that most if not all human beings are learning new vocabulary everyday. They are acquiring new words in the same way the toddler builds up his language from guttural sounds and sign language to the assigning of symbols to things and happenings in the world. The children who are exposed to a rich language background generally reflect it. The children who support their language learning at an oral level by wide, extensive reading inevitably move their language skills -use of words- beyond the limits of their school or home environment. The conclusion to be drawn from this data is obvious. Give children rich, interesting language experiences, and get them reading anything and everything and you have a surefire cure for weaknesses in vocabulary development. Most experts would targue "the surefire cure" idea but they would agree that meaningful,sustained vocabulary development would rarely occur unless these conditions are present.

The complicating factor here is not whether students are learning new words - for they are - but what words are being learned and how well they are learned. This is the nub of the question for the teacher who is teaching a child about the world or the use of a skill through words. It has been found that students and teachers do not realize how important words are. Most students even at the college level in need of vocabulary enlargement are "too often the students least likely to recognize their need or appraise their limitations correctly" They share with their peers an immunity to disturbance resulting from lack of understanding. Emotionally they may be troubled by their slow pace,lack of fluency or the painfulness of preparing for a lesson without being challenged to act to relieve anxiety or release tensions. This common difficulty has its origin in the marketplace notion still held by most people that you read with your eyes rather than your experiences. It is reinforced by the usual teaching practice of high school and college teachers to give priority to ideas and content rather words. Their view can be stated in this way- words are elementary, content and ideas are secondary. The unvarnished truth of the matter is that words and thoughts are interwoven, a static vocabulary restricts learning and, most important, students need help to improve their vocabulary. This help must be offered in two ways- first, to help them recognize the need to work at development of vocabulary and second, to teach them the techniques for improving rather than perfecting their understanding of the words they encounter.

TECHNIQUES FOR IMPROVEMENT OF VOCABULARY

Vocabulary improvement is best measured by definite criteria rather than personal rule of thumb. Three criteria seem best suited for our task at this point in program development: addition of new words to "general" and "technical" vocabulary of the student, broadening the students understanding of words already known and a deeper insight into words as symbols through the study of semantics or the history of the language. The framing of measures of success inevitably draws us into the practice of our expectations. Logic or deductive reasoning normally assigned to mathematicians also works for our against us in the handling of non-mathematical problems.

If there is no disagrement on the criteria suggested the next step would be the consideration of the ways by which these objectives can be attained. How can we help students add to their vocabularies? How do we broaden the study and use of everyday words to help students appreciate important differences in their shades of meaning? How can bring students to the insights about their language that will increase their consciousness of language and free them from their non-scientific, non-objective view of words? Stuart Chase made this point dramatically when he discussed "the tyranny of words that afflicts mankind".

The research literature suggests certain general approaches to the questions before us. For a period of time there was a great controversy on the advantages and disadvantages of the direct and indirect methods of word study. The battle was partially won when Gray and Holmes produced their findings of their experimental study on the problem in 1937. They concluded that direct, conscious study of vocabulary has more advantages for the student than the indirect or laissez faire approach. This point of view has been supported by most studies over the past 20 years. In practice the enlargement of vocabulary comes about by a combination of the two methods. The superior students inevitably do well with either technique but they show marked gains when directed study is employed. Before moving on, it would be advantageous to dwell for a moment on the mean of the term "direct study of vocabulary". The term as used refers to the need for active work on vocabulary building. The stimulus for action comes from both the teacher and the student. The teacher develops word consciousness in the students and equips him with the skills he requires to identify strange meaning words. The student must be equally involved in applying techniques for himself as well as for his teachers.

The underlying principle of the directed study approach to vocabulary is that the student must be prepared to acquire independence in constructing those concepts that appear first in strange forms in his texts and other reading materials. The choice of the meaning of a word is basically a decision making process. Without the proper resources at hand particularly at the high school level the student will experience great difficulty in getting at the correct meanings of words. The first step in this process is to help the student learn to know the words that he doesn't know. With this identification procedure accomplished we can then help him and the unknown words to his vocabulary in an efficient manner. There is a modern way of learning words that accepts the sequence of this process and permits the student to utilize it to his advantage. This method of word study can be described with the forms indirect psychological and inductive.

Merely memorizing lists of words by rote happens to be the slowest and most difficult way to remember them. If such a procedure is followed it has been discovered that most of the words painfully committed to memory have been lost either the next day or by the next week. Words are the muscles of our language they have to be used or they atrophy or disappear into the vast labyrinth of our memory cells. The modern approach can best be communicated by the following example:

Look at a word first, if you can, in its context: in the paragraph where it appears. The very sense of the paragraph will give you an inkling of the significance of the word even if you have never seen it before. You naturally become eager to know the definition of the word in order to understand the sentence pattern in which you have seen it. Your approach then, is indirect and psychological, because you wish information, not as an end in itself, but as a means to an end. You realize that if you learn the meaning of the word the sentence, the idea expressed will make more sense. You are using what can be called the inductive method, in that you first discover the word at work, you are challenged by it, you guess at its meaning and you then confirm or correct your guess by referring to the dictionary. When you use this method words are no longer lumps of letters but they are charged with action and emotion. They then become hard to forget.

Illustrations:

He complained acrimoniously
We argued acrimoniously
They mocked each other acrimoniously

Whatever technique is employed to help the students enlarge and deepen his vocabulary you have to get him active or disturbed by lack of understanding to produce the fruits of this cooperative effort by teacher and student.

Over the years and in high schools from sea to shining sea four basic procedures have been employed to help students carry through on their own the study of words, the enlargement of their speaking and writing vocabularies. They are common enough to be stated with elaborate explanatory notes.

Procedure I	Workbook approach employing prepared exercises designed to teach basic word study skills.
Procedure II	Individualized word study coupled with much dictionary work.
Procedure III	Study of synonyms, antonyms and special word lists.
Procedure IV	Intensive study of prefixes, suffixes and roots.

These procedures have an ancient history- II was technique Jack London employed with great success- and they have been examined and tested by researchers of every decade. The results of these investigations are helpful but not definitive. For school personnel searching for a line of attack on the word study problem the research offers some things but not enough to justify acceptance of any one of the four without careful deliberation on its advantages and disadvantages. For almost all students Procedure III appears to be most satisfactory according the studies. However, a poll of classroom teachers asking for identification of most successful word study techniques put this procedure low on the list. Superior students were able to mine each procedure for their full benefits as can be expected. Less able or inferior students were most successful immediately and the long pull of learning new words with Procedure II. Fortunately the research confirms what all of us suspect that prepared workbook materials may be useful but they have severe limitations when the aim is to improve a student's approach to and learning of new vocabulary. They are not a substitute for teaching but can be used to reinforce work skills and ideas launched in the interaction between teacher and students. Since our work in vocabulary development is directed toward the regular and honor students in the secondary program we would be safe in developing an approach that takes the cream from the four procedures discussed and whips them into a special mixture calculated or concocted for the specific students with whom we will work.

The development of word consciousness and the teaching of techniques or methods of word study leads us to the next problem in the sequence-- mastery of the new words by the student. Our own experience can be a guide here. We know that mastery depends upon a definite action by the learner. It also is governed by basic laws of learning- there must be a need to know a system or approach to get the information and to relate it to what is already known and then application of use in personal terms. The student must be supported in this phase of vocabulary improvement and it is here that we face our biggest problem. The studies on this problem reveal that maintaining the student's motivation for word study and interest in the work of vocabulary study is the big problem to be surmounted if all the preliminary effort in this area is to produce change in behaviour and knowledge of words in all subject areas.

APPENDIX G

SEQUENTIAL MATHEMATICS CURRICULUM OUTLINE AND RESOURCE MATERIALS

Sequential Mathematics Curriculum Outline................1 - 9

Addition and Multiplication Tables......................10 - 15

Number Sentences and Problem Solving....................16 - 18

SEQUENTIAL MATHEMATICS CURRICULUM OUTLINE

READING AND WRITING NUMBERS

1. Reads numbers up to 999
2. Writes numbers up to 999
3. Reads numbbers up to 999,999
4. Writes numbers up to 999,999
5. Reads large numbers (1,000,000 and larger)
6. Writes large numbers (1,000,000 and larger)

ADDITION OF WHOLE NUMBERS

1. Addition facts $\begin{array}{r} 6 \\ +\ 7 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ +\ 5 \\ \hline \end{array}$
2. Addition Vocabulary 6+7; 6 and 7; the sum of 6 and 7
3. Addition with carrying $\begin{array}{r} {}^{1}13 \\ +\ 9 \\ \hline 22 \end{array}$
4. Column addition $\begin{array}{r} 5 \\ 4 \\ +\ 3 \\ 8 \\ 7 \\ \hline \end{array}$
5. 2 column addition $\begin{array}{r} 25 \\ +\ 67 \\ 33 \\ \hline \end{array}$
6. 3 column addition et al. $\begin{array}{r} +\ 356 \\ 487 \\ 1983 \\ \hline \end{array}$

SUBTRACTION OF WHOLE NUMBERS

1. Subtraction facts as inverse of addition facts 6+3=9 9-3=6 and 9-6=3
2. Subtraction vocabulary $\begin{array}{r} 12 \\ -\ 3 \\ \hline \end{array}$; 12-3; take 3 from 12; 12 minus 3
3. Subtraction from numbers 10 to 19; $\begin{array}{r} 13 \\ -\ 9 \\ \hline \end{array}$
   (Extension of subtraction facts) a) $\begin{array}{r} 10 \\ -\ 5 \\ \hline \end{array}$ b) $\begin{array}{r} 13 \\ -\ 8 \\ \hline \end{array}$ c) $\begin{array}{r} 19 \\ -15 \\ \hline \end{array}$
4. Subtraction from numbers up to 99; $\begin{array}{r} 76 \\ -\ 48 \\ \hline \end{array}$
   (one-step regrouping (borrowing) a) $\begin{array}{r} 88 \\ -\ 7 \\ \hline \end{array}$ b) $\begin{array}{r} 88 \\ -27 \\ \hline \end{array}$ c) $\begin{array}{r} 88 \\ -\ 9 \\ \hline \end{array}$ d) $\begin{array}{r} {}^{7}\cancel{8}{}^{1}8 \\ -29 \\ \hline \end{array}$ e) $\begin{array}{r} {}^{1}\cancel{8}{}^{1}0 \\ -29 \\ \hline \end{array}$
5. Subtraction from numbers 100 and larger; $\begin{array}{r} {}^{9}\cancel{1}\cancel{0}{}^{1}1 \\ -\ 56 \\ \hline \end{array}$
   (i.e. subtraction with zeroes in the middle of the top number);
   a) $\begin{array}{r} {}^{9}\cancel{1}\cancel{0}\cancel{0} \\ -\ 27 \\ \hline \end{array}$ b) $\begin{array}{r} 191 \\ \cancel{2}\cancel{0}1 \\ -\ 27 \\ \hline \end{array}$ c) $\begin{array}{r} 1\ 991 \\ \cancel{2}\cancel{0}\cancel{0}1 \\ -386 \\ \hline \end{array}$

SEQUENTIAL MATHEMATICS CURRICULUM OUTLINE

MULTIPLICATION OF WHOLE NUMBERS

1. Multiplication facts: 9x3=27

2. Multiplication vocabulary: 9x3; $\begin{array}{r}9\\ \text{x}3\\ \hline\end{array}$ 9 times 3; nine threes...

3. Multiplication by Zero and One: $\begin{array}{r}5\\ \text{x}0\\ \hline\end{array}$, $\begin{array}{r}0\\ \text{x}5\\ \hline\end{array}$, $\begin{array}{r}5\\ \text{x}1\\ \hline\end{array}$, $\begin{array}{r}1\\ \text{x}5\\ \hline\end{array}$

4. Multiplication by Tens: $\begin{array}{r}10\\ \text{x }7\\ \hline\end{array}$, $\begin{array}{r}30\\ \text{x }7\\ \hline\end{array}$

   (i.e. by tens table, a) $\begin{array}{r}10\\ \text{x }6\\ \hline\end{array}$; b) $\begin{array}{r}30\\ \text{x }6\\ \hline\end{array}$; c) $\begin{array}{r}100\\ \text{x }6\\ \hline\end{array}$, d) $\begin{array}{r}300\\ \text{x }6\\ \hline\end{array}$....

5. Multiplication with a many place number by a one place number
   a. 2 place number: $\begin{array}{r}15\\ \text{x }4\\ \hline\end{array}$

   b. 3 place number: $\begin{array}{r}450\\ \text{x }4\\ \hline\end{array}$; $\begin{array}{r}456\\ \text{x }4\\ \hline\end{array}$

6. Multiplication with a many place number by a two place number
   a. 2 place number: $\begin{array}{r}25\\ \text{x}42\\ \hline\end{array}$

      1. with a zero in the multiplier: $\begin{array}{r}25\\ \text{x }40\\ \hline\end{array}$

      2. with no zero in the multiplier: $\begin{array}{r}25\\ \text{x }46\\ \hline\end{array}$

   b. 3 place number: $\begin{array}{r}256\\ \text{x }42\\ \hline\end{array}$

7. Multiplication of a many place number by a three place number: $\begin{array}{r}326\\ \text{x}481\\ \hline\end{array}$

   a. with no zeroes in the multiplier: $\begin{array}{r}326\\ \text{x}481\\ \hline\end{array}$

   b. with zeroes in the multiplier: $\begin{array}{r}326\\ \text{x}480\\ \hline\end{array}$; $\begin{array}{r}326\\ \text{x}408\\ \hline\end{array}$

SEQUENTIAL MATHEMATICS CURRICULUM OUTLINE

DIVISION OF WHOLE NUMBERS

1. Division facts as inverse of multiplication facts: 9x3=27 then $9\overline{)27}$, $3\overline{)27}$, 27 ÷ 3

2. Division vocabulary: $3\overline{)27}$; 27÷3; 27 divided by 3; $\frac{27}{3}$

3. Division by 1 and 0: $1\overline{)9}$; $0\overline{)9}$; $9\overline{)0}$

4. Division by a one place number with a remainder within the range of the tables: 55 ÷ 9

5. Division by a one place number into a larger number: 556÷9; 5567÷9.

6. Division by a two place number: $23\overline{)46}$; $23\overline{)487}$; $23\overline{)4976}$
   - a. with a one place quotient $23\overline{)46}$
   - b. with a two place quotient $23\overline{)486}$
   - c. with a three place quotient
     - 1. without a zero in the quotient $23\overline{)4867}$
     - 2. with a zero in the quotient $23\overline{)4767}$

7. Division by larger numbers: $238\overline{)95,678}$

SEQUENTIAL MATHEMATICS CURRICULUM OUTLINE

Fractions: Level I

Addition and Subtraction of Fractions

1) **with common denominators:**

$$\begin{array}{r} \frac{3}{5} \\ +\frac{3}{8} \\ \hline \end{array} \quad ; \quad \begin{array}{r} \text{3 fifths} \\ \text{+1 fifth} \\ \hline \end{array}$$

2) **when the common denominator is the denominator of one of the fractions**

$$\begin{array}{r} \frac{1}{2} \\ +\frac{3}{8} \\ \hline \end{array}$$

3) **when the common denominator has to be found:**

$$\begin{array}{r} \frac{3}{4} \\ +\frac{2}{3} \\ \hline \end{array}$$

4) **addition with mixed numbers:**

$$\begin{array}{r} 2\frac{2}{5} \\ +\ 4\frac{4}{5} \\ \hline \end{array}$$

a) **when the answer need not be changed:**

$$\begin{array}{r} 1\frac{2}{5} \\ +\ 3\frac{1}{5} \\ \hline 4\frac{3}{5} \end{array}$$

b) **when the fractional part of the answer is one or greater:**

$$\begin{array}{r} 2\frac{3}{5} \\ +\ 4\frac{3}{5} \\ \hline 6\frac{6}{5} \end{array} = 6 + 1\frac{1}{5} = 7\frac{1}{5}$$

5) **subtraction of fractions with borrowing:**

a) $\begin{array}{r} 1 \\ -\ \frac{3}{4} \\ \hline \end{array}$

b) $\begin{array}{r} 4\frac{1}{5} \\ -\ 3\frac{2}{5} \\ \hline \end{array}$

c) $\begin{array}{r} 6\frac{1}{6} \\ -\ 5\frac{1}{5} \\ \hline \end{array}$

d) $\begin{array}{r} 18\frac{1}{6} \\ -13\frac{1}{5} \\ \hline \end{array}$

FRACTIONS: LEVEL II

Multiplication of Fractions

1. Fraction with numerator of "1" multiplied by a whole number: $\frac{1}{4} \times 12$
    - a. with a whole number answer: $\frac{1}{4} \times 12$
    - b. with an answer with a fraction: $\frac{1}{4} \times 13$
2. Any fraction multiplied by a whole number: $\frac{2}{3} \times 10$
    - a. with a whole number answer: $\frac{2}{3} \times 9$
    - b. with an answer including a fraction: $\frac{2}{3} \times 10$
3. Fraction times a fraction: $\frac{3}{4} \times \frac{1}{5}$; $\frac{3}{4}$ of $\frac{1}{5}$
4. Multiplication of Mixed Numbers
    - a. Whole number times a mixed number: $3 \times 5\frac{1}{2}$; $\begin{array}{r} 5\frac{1}{2} \\ \times 3 \\ \hline \end{array}$
    - b. Fraction times a mixed number: $\frac{1}{2} \times 5\frac{1}{3}$
    - c. Mixed number times a mixed number: $2\frac{1}{3} \times 5\frac{1}{2} = \frac{7}{3} \times \frac{11}{2}$
5. Converting a complex fraction to a simple fraction
    - a. With a fraction as numerator and whole number as denominator: $\frac{\frac{4}{5}}{3} = \frac{4}{15}$
    - b. With a whole number as a numerator and fraction as denominator: $\frac{3}{\frac{4}{5}} = \frac{15}{4} = 3\frac{3}{4}$
    - c. With a fraction in numerator and denominator: $\frac{\frac{3}{4}}{\frac{1}{9}} = \frac{27}{4} = 6\frac{3}{4}$

SEQUENTIAL MATHEMATICS CURRICULUM OUTLINE

Fractions: Level III

Division of Fractions

1. Division of a whole number by a fraction with a whole number answer
    a. with a fraction with a numerator of "1": $2 \div \frac{1}{4}$
    b. with any fraction: $6 \div \frac{2}{3}$
2. Division of a whole number by a fraction with an answer including a fraction: $5 \div \frac{2}{3} = 7\frac{1}{2}$
    What does "$\frac{1}{2}$" represent in the answer? "$7\frac{1}{2}$" what?
3. Division of a mixed number by a fraction: $9\frac{1}{2} \div \frac{1}{3}$
4. Division of a fraction by a fraction
    a. when dividend is larger than divisor: $\frac{1}{2} \div \frac{1}{4} = 2$
    b. when divisor is larger than dividend: $\frac{1}{4} \div \frac{1}{2} = \frac{1}{2}$
5. Division of a fraction by a whole number or a mixed number: $\frac{1}{2} \div 5$; $\frac{1}{3} \div \frac{21}{8}$
6. Division of a mixed number by a whole number or by a mixed number:
    $\frac{11}{3} \div 2$; $\frac{11}{5} \div \frac{11}{8}$

SEQUENTIAL MATHEMATICS CURRICULUM OUTLINE

Decimals: Level I

Extending Decimal Place Value System To Include Decimal Fractions.

1. Function of Decimal Point
2. Place value relationships, the relationship between each place and the place to the right or the place to the left.
3. Names decimals a) decimal fractions; .136 b) whole numbers and decimals: 5.01
4. Equivalent decimal fractions: .4 = .40 = .400
5. Comparing decimal sizes
6. Rounding-off decimals .789 to .79 to .8
    a. to nearest tenth, hundredth, thousandth
    b. to nearest whole number
7. Rounding-off whole numbers: 187 to 190 to 200
    a. to nearest ten, hundred
    b. to nearest thousand, million
8. Converting decimals to fractions $.071 = \frac{71}{1000}$
9. Converting common fractions of tenths, hundredths, thousandths to decimals
    a. fractions with a value less than 1: $\frac{75}{100} = .75$
    b. fractions with a value greater than 1: $\frac{757}{100} = 7.57$
10. Converting fractions able to be changed into tenths, hundredths, thousandths into decimals: $\frac{4}{25} = \frac{16}{100} = .16$
11. Converting any fraction into a decimal: $\frac{4}{7} = .57\frac{1}{7}$
12. Converting any number into a decimal: $3\frac{4}{7} = 3.57\frac{1}{7}$

SEQUENTIAL MATHEMATICS CURRICULUM OUTLINE

Decimals: Level II

Addition and Subtraction of Decimals

1. Addition of decimals when set-up: $\begin{array}{r} .55 \\ .8 \\ \underline{.309} \end{array}$
2. Setting up addition problems: .5 + .89
3. Setting up addition problem including whole numbers: 53; 25.1; .56
4. Subtraction when set-up and with same number of decimal places: $\begin{array}{r} 53.26 \\ \underline{-\ 19.55} \end{array}$
5. Subtraction when set-up but top number has fewer decimal places than bottom number: $\begin{array}{r} 5.1 \\ \underline{-\ 3.66} \end{array}$
6. Setting up subtraction problems

Multiplication of Decimals

1. Multiplication of a decimal number by a whole number: $\begin{array}{r} 3.67 \\ \underline{\times\ \ \ 5} \end{array}$
2. Multiplication of a decimal number by a decimal number $\begin{array}{r} 3.67 \\ \underline{\times\ .08} \end{array}$
   a. tenths by tenths $.5 \times .6 = \frac{5}{10} \times \frac{6}{10}$
   b. tenths by any number $.5 \times .08 = \frac{9}{10} \times \frac{8}{100}$
   c. hundredths by hundredths etc. $.09 \times .132 = \frac{9}{100} \times \frac{132}{1000}$ ....

Division of Decimals

1. Dividing decimal number by a whole number: $3\overline{)5.6}$
   a. without needing zeroes for place holders
   b. needing zeroes for place holders.
2. Dividing decimal number by decimal number: $3.2\overline{)5.6}$
3. Dividing a whole number by a decimal number: $5.6\overline{)3}$

SEQUENTIAL MATHEMATICS CURRICULUM OUTLINE

Percents - %

Percents as another form of expressing fractions

1. **Understanding the meaning of 1%, 27%, 100%: 1% is 1 out of 100; is .01; is $\frac{1}{100}$**
2. **Understanding percents greater than 1: 105% = 1.05**
3. **Converting whole number percents to fractions and decimals: 5% = .05 $\frac{5}{100}$ = $\frac{1}{20}$**
4. **Converting fractions and decimals (up to hundredths) to percents.**
5. **Understanding fractional percents: .25% = ¼% = .0025**
6. **Converting fractional percents to fractions and decimals: ½% = $\frac{1}{200}$ = .005**
7. **Converting all fractions and decimals to percents: .368 = 36.8%**

Working with Percents

1. **Finding a number which is a given percent of another number: 30% of 11.**
2. **Finding what percent one number is of another: What percent of 29 is 13?**
3. **Finding the original number when given a number and what percent of the original number it is: 35 is 19% of what number?**

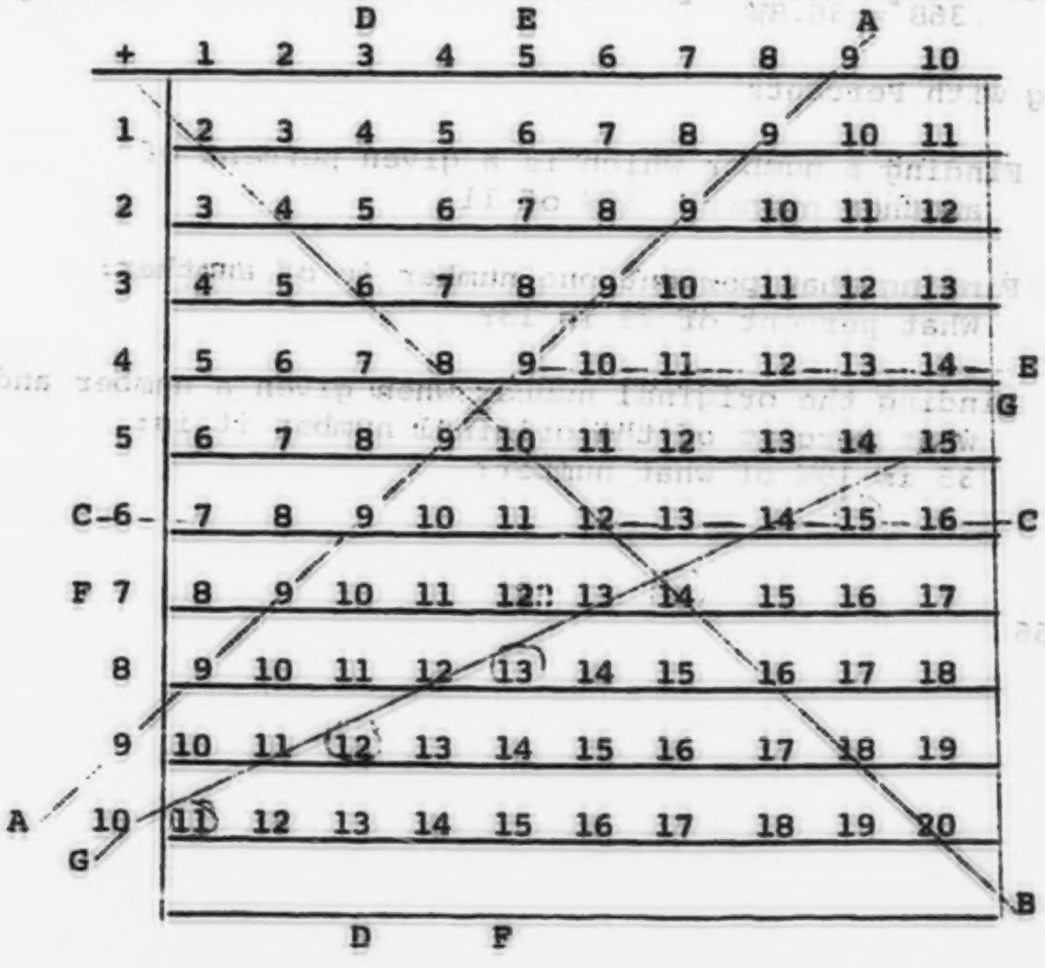
BL:ms
10.5.66

ADDITION AND MULTIPLICATION TABLES

Tables are basic tools of all Mathematics. In the primary instructional levels, they are a convenient and interesting way for trainees to discover and explore important patterns. Tables are useful also, because they require a minimum of necessary reading skills. They serve as a visual aid to develop concepts like commutativity which pupils can easily see and understand.

Every instructional level can use these tables to teach and extend the Addition and Multiplication facts. Addition and Multiplication tables also help trainees to see and understand the meaning of the opposite or inverse operations of Subtraction and Division. Tables also can be used to teach other base systems merely by changing the counting numerals as you go from one base to another. Lastly, by searching for patterns in the tables trainees will want to extend any noticeable patterns beyond the facts contained in the tables. For example, a trainee working with a table containing addition facts through 10 or 20 will want to extend these facts by himself and not wait for the instructor when he has learned how to get to 10 or 20 and that there is a way to go beyond 10 or 20. Thus, tables can be a discovery technique and working out patterns be comes an accomplishment for trainees.

The illustrative tables below do not include zero as an addend or a factor for first graders. All other grades should use zero which will introduce a new pattern not discussed below. For addition, 0 + 1 = 1, 0 + 2 = 2, 3 + 0 = 3, etc. This leads trainees to the generalization that 0 + any number equals the number. For Multiplication, 0 x 1 = 0, 0 x 2 = 0, etc. leads to the generalization that zero times any number equals zero.



+	1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10	11
2	3	4	5	6	7	8	9	10	11	12
3	4	5	6	7	8	9	10	11	12	13
4	5	6	7	8	9	10	11	12	13	14
5	6	7	8	9	10	11	12	13	14	15
6	7	8	9	10	11	12	13	14	15	16
7	8	9	10	11	12	13	14	15	16	17
8	9	10	11	12	13	14	15	16	17	18
9	10	11	12	13	14	15	16	17	18	19
10	11	12	13	14	15	16	17	18	19	20

ADDITION TABLE DECIMAL NUMBER SYSTEM. (Continued)

ADDITION AND MULTIPLICATION TABLES (Continued)

Search for Patterns

A - Notice the 9,9,9,9. This and every parallel diagonal contains a repetition of one number. These diagonals run from upper right to lower left as the table is constructed. This important pattern tests for commutativity when the table is folded along the B diagonal.

B - Diagonals running from upper left to lower right have peculiar property about them. You will note that Diagonal B is composed of all even numbers and that they skip by twos. Parallel diagonals also skip by two and trainees should note that alternate diagonals contain either all odd or all even numbers. When the table is folded along the B diagonal, all numbers below and to the left of the diagonal fold onto the same number above and to the right of diagonal B.

C - This Horizontal row and all Horizontal rows reveal the same pattern-counting sequence.

D - This Vertical row and all Vertical rows reveal the same pattern-counting sequence.

E - Down any column and across any row to the right reveals the pattern of counting sequence.

F - Across any row and down any column reveals the pattern of counting sequence.

G - Counting sequence is maintained in this diagonal and all parallel to it (over two spaces and up one).

Any line connecting any two numbers can be extended to include other numbers and will always develop a pattern. Up 2 and over 3 to the left will be a series with a common difference of 5; up 2 and over 3 to the right, a series with a common difference of 1; etc.

Commutativity - The addition table clearly shows why 4 + 3 = 3 + 4, or for all numbers a and b, a + b = b + a. Switching the order of the addends arrives at the same answer, 7, in the example above. A 4 in the left column plus 3 in the top row equals a 3 in the left column plus 4 in the top row. Note that you arrive at two different 7s, but they are in the same diagonal. If the table were folded along the B diagonal from top left to bottom right, the two 7s would fold upon one another. The table exhibits symmetry along diagonal B which is a quick test for commutativity.

The commutative property for addition can plan an important role in the construction of the table when filling in blank cells for sums.

+	1	2	3	4
1	2	3	4	5
2	3	4	5	6
3	4	5	6	○
4	5	6	7	

In the partial table above, after obtaining the addition facts successfully by adding the 3 in the top row with the numbers in the first column, he knows that 3 + 4 = 7. If he has trouble finding 4 + 3 =____, and is already aware of the commutative property, he can see that 3 + 4 = 7, so 4 + 3 must also give 7. He can place the 7 in the cell with the circle. A quick check for correctness is the property of symmetry. Are there all 7's in the diagonal resulting from 4 + 3? If yes, then his answer is correct.

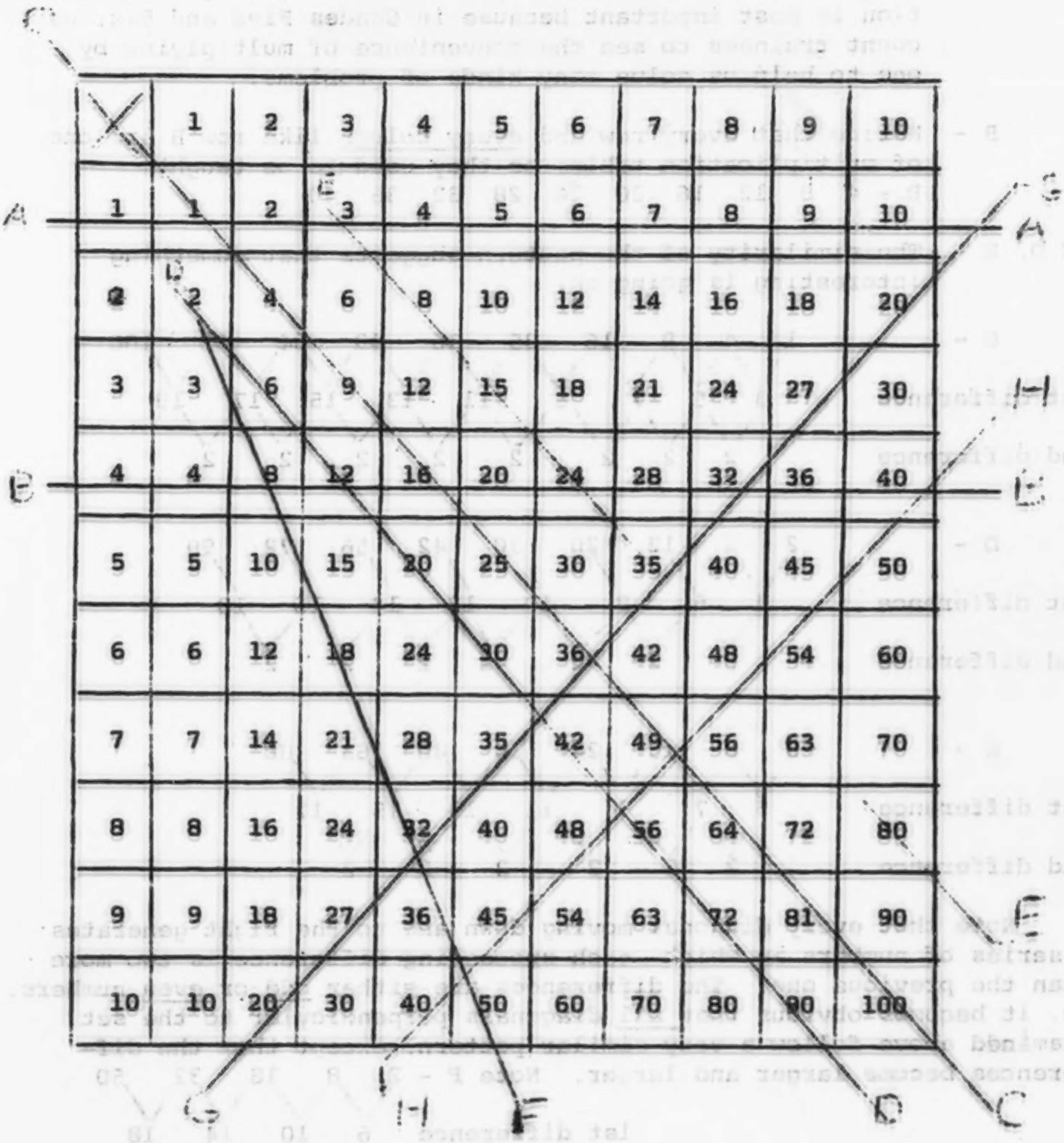
Inverse Operations,- Subtraction

Subtraction is the opposite or "undoing" of addition. This can be illustrated with the addition table. How? 9 - 3 = _____ can be taken to mean, what can I add to 3 to get 9? The 9 is a sum and the 3 is an addend. You are looking for a missing addend. Pick the 3 in the first column and go horizontally right to a 9. Then from this 9, go up vertically and find the 6 which, if added to the 3, gives 9. The missing addend is 6. Another way is to pick the 3 in the top row and move down vertically to a 9. Then move left horizontally until you come to a 6 in the first column. The 6 in column one is the missing addend sought.

Learning Subtraction as the opposite of Addition or looking for the missing addend, helps explain why examples like 6 - 9 = ? have no answer with counting or whole numbers. Using the above procedure, what number can we add to 9 and get 6? Locating the 9 in the first column or top row and moving either across to the right or straight down, we notice that there exists no sum 6. This shows that 9 + ___ = 6 has no solution. So, 6- 9 does not name a number in the system of counting or whole numbers. The generalization that pupils will discover is that when looking for missing addends, if the known addend is greater than the sum, the problem has no solution for whole numbers and counting numbers.

MULTIPLICATION TABLE DECIMAL NUMBER SYSTEM

Searching for Patterns



X	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

C
E
A
D
G
A
H
B
B
E
G
H
F
D
C

SEARCHING FOR PATTERNS (Continued)

A - Notice that the second row and second column are repetitions of the first row and first column. This pattern shows that 1x any number = that number. This generalization is most important because in Grades Five and Six, we count trainees to see the convenience of multiplying by one to help us solve many kinds of problems.

B - Notice that every row and every column like row B are one of multiplication tables as they used to be taught.
B - 4 8 12 16 20 24 28 32 36 40

C,D, E - The similarity of the pattern suggests that something interesting is going on.

C - 1 4 9 16 25 36 49 64 81 100
1st difference 3 5 7 9 11 13 15 17 19
2nd difference 2 2 2 2 2 2 2 2

D - 2 6 12 20 30 42 56 72 90
1st difference 4 6 8 10 12 14 16 18
2nd difference 2 2 2 2 2 2 2

E - 3 8 15 24 35 48 63 80
1st difference 5 7 9 11 13 15 17
2nd difference 2 2 2 2 2 2

Note that every diagonal moving down and to the right generates a series of numbers in which each succeeding difference is two more than the previous one. The differences are either odd or even numbers. So, it becomes obvious that all diagonals perpendicular to the set examined above follow a very similar pattern, except that the differences become larger and larger. Note F - 2 8 18 32 50
1st difference 6 10 14 18
2nd difference 4 4 4

These devices are interlaced by pattern after pattern. Many are obvious and simple enough for newcomers to detect. Each pattern is a TABLE when its members are listed. Note that diagonal C is a square pattern and that if the table were folded along this diagonal, all the numbers above and below C would fold upon themselves.like in diagonals G and H.

G - 20 27 32 35 36 35 32 27 20

H - 40 45 48 49 48 45 40

Note the symmetry about 36 and 49 both of which numbers belong to the C diagonal. This symmetry easily shows that multiplication is commutative. For diagonal G, we see that 10 x 2 = 20 and 2 x 10 = 20, 9 x 3 = 27 and 3 x 9 = 27, 8 x 4 = 32 and 4 x 8 = 32. See how the 20,27, 32 and 35 fold upon themselves symmetrically along the G diagonal. Every diagonal from lower left to upper right shows this same symmetrical pattern. A quick inspection of diagonals like G and H for symmetry is a sure test for commutativity. Trainees will discover quickly that they need only memorize half the multiplication facts and the other half are automatically known. "If I know 2 x 8 in my 2x table, I then don't have to learn 8 x 2 in my 8x table." Another way to see this is, "Learn all the multiplication facts below the C diagonal and you will automatically know the facts above it, because of the commutative property of multiplication." As for Addition, trainees learn to extend their own multiplication facts beyond the table before them once they have grasped the important notion of commutativity.

Division as an Inverse Operation of Multiplication

From the resource unit on Factors, we know that all numbers in the first row and the first column which we multiply together are called FACTORS. All the results in the table are called products. So 35 ÷ 7 = __ may be interpreted to mean with what can we multiply 7 to get 35. We are looking for a missing or unknown factor. Find the 7 in column one and go horizontally right to 35. Then proceed straight up to row one and note the 5. 5 is the factor or number sought. So 35 ÷ 7 = 5 because 5 x 7 = 35.

Division usually presents problems for trainees when they are working with concrete quantities like distance, weight, etc. Then Division may be looked at from two points of view. For example, 5 feet x 7 = 35 feet. When undoing this multiplication, there are two distinct questions.

1) How many times is 5 feet contained in 35 feet? Answer- 7 times. 7 is the unknown factor sought.
2) If 35 feet be divided into 7 equal parts, what will each part be? Or, what length is contained 7 times in 35 feet? Answer - 5 feet.

Thus in Division, either the divisor (known factor) is an abstract number and the quotient (unknown factor) a quantity of the same kind as the dividend (product), or else the divisor (known factor) is a quantity of the same kind as the dividend (product) and the quotient (unknown facor) is an abstract number. But in either case, we are looking for an unknown factor which when multiplied by the known factor gives us the product (dividend).

With the above table, trainees learn that problems like 2 ÷ 3 = ? have no solution because there is no number to multiply 3 with that results in a 2. If they look at 3 in the first column and then go across to the right, they will find no 2. Or should they look at 3 in the first row and then go straight down, they will find no 2. There is no answer for 3x __ = 2, so there is no solution for 2 ÷ 3 = ? when trainees are working with counting numbers or whole numbers.

NUMBER SENTENCES AND PROBLEM SOLVING

Work with direct and indirect number sentences is a means to the important end of better problem-solving ability. In a problem, such as: "Jim had some money. He spent 16 cents and had 24 cents left. How much money did he have to begin with?", some trainees will think directly. "I have two addends. I must find a sum or a total, so I will add: $16 + 24 = n$. It is best not to interfere with the successful verbal thought patterns of trainees who can see the DIRECT number sentence.

But, for trainees who cannot name the operation or direct number sentence which solves the problem above, analysis helps them to begin properly, to translate the verbal sentence into an INDIRECT number sentence, and then to change the indirect sentence into a direct sentence that gets the right answer. Begin by reading the first sentence. Ask, "Do we know how much money Jim had in his pocket? NO! So write a $\square$, ?, or n on the board." Then say, "How much did he spend?" Replies: "16 cents." "Does Jim now have the same, more, or less money?" or "How much did he take out of his pocket?" The same reply, "16 cents." "So we must take away 16 cents from what he had in his pocket." We write on the board: $\square - 16 =$ or $\begin{array}{r}\square\\ \underline{-16}\end{array}$ etc. "What did he have left?" Replies: "24 cents." "In other words, after we take away 16 cents, we have 24 cents, right?" Complete the number sentence above:

$\square - 16 = 24$ $\qquad$ $n - 16 = 24$

This indirect number sentence does not show the correct operation to use, but it has helped the trainees begin solving the problem. They now have a mathematical problem to work with. If they have already studied inverse operations and know that subtraction is the opposite of addition, they can rename the above indirect sentence as a direct addition sentence. $\square - 16 = 24$ means the same thing as $16 + 24 = \square$ which they can do directly. As a check, ask them to subtract 16 cents from 40 cents and see if they get 24 cents. What will happen eventually is that trainees who must use the two-step process, an indirect sentence and then a direct sentence, will someday leap to the direct sentence or one-step approach to problem-solving.

On the primary instructional levels, problem solving should be carried on orally with problems developed with objects, pictures, and numerals sequentially. This places a minimum reliance upon reading. In the intermediate grades, when reading skills are better developed, trainees can begin analyzing written problems. Trainees should have experiences with true and false number sentences. With work on inequalities (see appendix), trainees are encouraged to seek many true answers. Also, helpful to problem solving are exercises where missing information needs to be supplied in number sentences. Trainees should also be confronted with illogical material. Our aim is to have elementary trainees think about data, what needs to be known, and what operations need to be performed.

Just as English contains verbal sentences, Mathematics contains number sentences. When trainees are doing problem solving, many of them have difficulty translating a verbal sentence into a number sentence. Giving them earlier experiences with number sentences should make the task of solving verbal problems easier. Many instructors have erroneously believed that problem solving is a reading problem. It is not. It is a mathematical problem,

NUMBER SENTENCES AND PROBLEM SOLVING (Continued)

a problem of translation. Trainees must very early learn to ask, "What does this English sentence mean mathematically?" or "What is being said mathematically?" or "How can I write this as a number sentence?"

Since successful problem solving is really quick and successful translation into number sentences, trainees will first need to become familiar with and comfortable with number sentences. What are they?

Number sentences can be classified as CLOSED and OPEN sentences, and as DIRECT and INDIRECT sentences. Number sentences, like $2+6=8$; $40 = (7x5) + 5$; and $9x2 < 15$ are CLOSED sentences. They are either TRUE or FALSE. The first two examples are true and the last is false because 9x2 is greater than (>) 15 or 9x2 is less than (<) 19.

OPEN sentences, such as $3 + \square = 7$; $8 - n = 5$; and $2x3=?$ are neither true nor false statements yet. Not until the VARIABLES $\square$, n, and ? are replaced by a number and the sentences become closed can they be considered true or false. $3 + \square = 7$ becomes a true sentence when we put a 4 into the box. $3 = \boxed{4} = 7$ is true. $3 + \boxed{5} = 7$ is false. The trainee's task is usually to replace a variable ($\square$, n, x, or ?) in an open sentence with a number that makes the sentence true (a TRUE CLOSED sentence).

DIRECT sentences like $7 \times 5 = \square$; $13 - 8 = n$; $3 \times 7 = ?$ and $13 \div 3 =$ __ offer the least trouble to trainees. The verbal sentence is translated DIRECTLY from English into a mathematical (number) sentence. And the operation to be performed is directly indicated.

INDIRECT sentences, such as $15 + \square - 120$; $n - 10 = 23$; $121 = 12 \times ?$; and ___ $\div 12 = 24$ pose problems for many trainees. The operation shown in the sentences do NOT indicate the correct operation to be used in order to obtain the answer.

$15 + \square = 12$ is an accurate translation of a verbal problem where a trainee thinks, "I have a sum (120) and an addend (15). I must find the unknown addend, so I subtract: $120 - 15 = \square$." $120 - 15 = \square$ is a DIRECT sentence which can be easily solved.

Some trainees can intuitively leap to the direct subtraction sentence and find the answer. But some trainees cannot solve problems successfully or find the answer because they are confused or unsure about the entire translation process and do not see the problem as subtraction. Learning to label the verbal sentence first as an indirect addition problem which must then be converted to a subtraction problem helps them to solve problems successfully.

The same explicit two-ste; pechnique with $n - 10 = 23$; $121 = 12 \times ?$, and ___ $\div 12 = 24$ helps trainees see that first they have an INDIRECT subtraction, and INDIRECT multiplication, and an INDIRECT division sentence. They learn to think, "I have two addends. I need to find a sum, so I add: $23 + 10 = n$." "I have a product (121) and a factor (12). I must find an unknown factor, so I divide: $121 \div 12 = ?$" "I have two factors (12 and 24). I need to find a product: $12 \times 24 =$ ___." In these examples, trainees have rewritten indirect sentences into direct sentence form and can proceed to solve the equations.

NUMBER SENTENCES AND PROBLEM SOLVING (Continued)

By emphasizing number sentences in our new Mathematics curriculum, we provide much needed understanding and practice in expressing number relationships. Working with OPEN sentences to find answers is not, nor need it be, a guessing game. The function of number sentences is to guide the trainee in the use of verbal thought patterns that will logically lead him to correct answers.

APPENDIX H

A DEVELOPMENTAL SPELLING PROGRAM: GUIDELINES FOR TEACHING AND SAMPLE RESOURCE MATERIAL

Guidelines for Organizing Remedial Instruction in Spelling....................1

Common Spelling Errors....................2

Causes of Poor Spelling....................3 - 4

Classroom Activities to Promote Spelling Mastery....................5 - 9

Spelling Rules and Generalizations....................10

The Spelling Demon....................11

Useful Information About Common Prefixes, Suffixes and Roots....................12 - 13

Some Common Latin Roots....................14 - 15

GUIDELINES FOR ORGANIZING REMEDIAL INSTRUCTION IN SPELLING

1. One of the first responsibilities of remedial spelling teaching is to provide trainees with adequate techniques and methods of word study.

2. The remedial program should encourage independent word study, and analysis such as underlining hard parts, pointing out familiar word forms in longer words, and syllabizing.

3. In studying words it may not be necessary for some trainees to use all of these techniques: seeing the word, reinstating the visual form with the eyes closed, hearing the word, pronouncing it, spelling it orally, and writing it. Many good spellers study words successfully without using all these steps.

4. Group drills and contests are usually less effective than individualized activities because spelling disabilities are often highly specific.

5. Perhaps oftener than in any other subject, repetition is needed in spelling. To be fully learned, many words must reappear in several different situations.

6. A mechanical process like spelling often requires considerable motivation. Changed attitudes such as the desire to spell effectively and the habit of verifying doubtful words may be more important than gains in spelling grade within the first weeks of remedial work.

7. In a language as unphonetic as English, good visual techniques are probably the most important part of any trainee's spelling equipment.

8. The trainees should always work on specific words misspelled in his free writing as well as on more general lists or devices.

9. Intrinsic, functional practice materials are superior to artificial devices unrelated to spelling uses or purposes.

COMMON SPELLING ERRORS

An understanding of the types of spelling errors trainees make is helpful to the instructor as well as to the trainee. Some types of errors that occur frequently are:

Phonetic spelling: shure for sure

Reversals: gril for girl

Omission of silent letters: lest for least

Failure to double consonants: runing for running

Mispronunciation: chimley for chimney; athalete for athlete

Lack of emphasis on final sound: store for stored

Incorrect vowels: till for tell

Addition of letters: comeing for coming

Confusion of homonyms: their for there

Incorrect grammar: set for sat

Random spelling: cinsearly for sincerely

Confusion of letters: b for d; m for n; w for u

In seeking the causes for poor spelling, it is important for the instructor to keep in mind that inability to spell is more often the result of multiple factors than of a single factor. What is observed as a cause may, in fact, be a result, and a symptom of a deep-seated, not easily-observable disturbance in the trainee. In planning remedial action, therefore, the instructor should be aware of the complexity of the problem and relate the trainee's difficulties in spelling to his learning problems in other skills areas.

When the causes of poor spelling appear to be serious physical and/or psychological disturbances, the services of other specialists on the staff in dealing with such maladjustments should be obtained. When the causes can be dealt with by the instructor, it is usually feasible for him to group trainees with similar instructional needs together; occasionally, trainees may need purely individual help.

CAUSES OF POOR SPELLING

Faulty Eyesight: Refer trainee to proper medical authority.

Faulty Visual Perception: (A trainee may spell correctly one part of the word but not other parts, or he may make reversals within a word.) The trainee should be taught to rely more on auditory and kinesthetic approaches to spelling. The corrective treatment should not be more drill but attention to methods of teaching and study. These include re-presentation of the word from the beginning with emphasis upon the points of difficulty, syllabication, and vivid picturing by means of devices.

Improper Pronunciation: Provide the trainee with adequate speech training so that he enunciates and pronounces words well.

Inability to Hear Correct Pronunciation: If there is no hearing loss, give attention to phonics and syllabication. If there is hearing loss, the trainee should be taught to rely more on visual and kinesthetic approaches.

Trainees who have both visual and auditory difficulties can sometimes learn to spell by tracing words. The following adaptation of the kinesthetic method has been used effectively with such students.

a. When a trainee needs to know a word, write it large for him on a strip of paper or card with crayon as he observes. Have him keep such cards in a box for future reference.

b. Show the trainee how to trace the model (without interruption) with his finger - not with a pencil. Permit him to do this as often as he wishes.

c. Ask the trainee to reproduce the word without looking at the model.

d. Have him check his spelling.

Poor Motor Coordination or Poor Handwriting: Provide additional instruction and practice to improve writing when writing difficulties cause spelling errors.

Emotional Upset or Disturbance: (Some trainees know how to spell words but spell them wrong in context at certain times and not at other times. A trainee who feels insecure may become confused when he realizes that he is in a test situation or when he is emotionally upset for other reasons.) Attempt to meet the trainee's basic needs. Try to "build up" the trainee's attitudes so that he has confidence in himself and feels accepted by his classmates.

Lack of Adequate Instruction Directed to Trainee Needs and Abilities: Select words most important to the trainee in the writing he himself does. Be sure that the trainee has had much previous experience reading in context the words he is expected to spell. Make sure that objectives in spelling are set up to coincide with his general pattern of mental and language development.

Ineffective Methods of Study: (Some trainees have never learned to study words systematically nor to review their written work in order to detect their own errors.) Group work at the blackboard is an effective and economical way to check a trainee's word-study method. Aid the trainee in developing word-study techniques suited to his needs. Emphasize the use of multiple-sense appeal. Provide the trainee with help in learning to divide words into syllables, in seeing relationships in words, or in learning word-families based on common roots.

Defective Memory: (The trainee fails to retain impressions which were originally clearly and correctly perceived. Trainees with this difficulty sometimes spell correctly short words and misspell longer ones.) Insist that the trainee focus attention on one word at a time by removing the word from context or list.

Lack of Trainee Interest: Create varied situations that will give trainee incentive to write and spell correctly.

In general, a trainee who has difficulty in spelling should be made to feel, as the instructor works with him, that he can learn to spell. Careful supervision of the writing of such a trainee is necessary to help him overcome his particular difficulties.

If the instructor operates in a classroom situation over which he has adequate control, if trainees are tested on words appropriate for them at their stage of development, if results are analyzed, and if teaching is carefully planned to meet needs, trainees should spell correctly ninety percent or more of the words studied during a current year and do better for words studied in previous years. More careful selection of words to be taught on a more highly individualized basis and better application of test results in the learning process will bring about improvement in spelling.

CLASSROOM ACTIVITIES TO PROMOTE SPELLING MASTERY

Finding Words: Trainees find, in dictionaries or alphabetized spelling lists, words used in stories and copy them.

Arranging Words in Alphabetical Order: Trainees are asked to alphabetize words on study and other lists through first-, second-, or third-letter alphabetization.

Forming Plurals: Trainees are given the following directions:

a. Next to each of the words below, write the same word when it means more than one. Then write this plural form in a sentence.

school
sister
week
friend
car
door
ball
cat
tree

b. Write the correct word in the blank space in each sentence. You will find the words you need under each sentence.

Many__________like to play ball.
(boy, boys)
They spend many Saturday__________in the park.
(morning, mornings)
Sometimes they spend the entire__________there.
(day, days)
Children from our____________often play together in the afternoon. (school, schools)

c. Complete these sentences by filling in the blank with the correct plural form:

I can wait one hour but not two h_____.
There are seven d_____ in a week.
I used two pounds of ap_____ in the pie.
I had bacon and two eg_____ for breakfast.

Verifying Meaning of Words: Trainees are given the following directions:

a. Select from a list a word that means each of the following:

a color
a number
something to wear
something to eat
something to sleep on
something to drink
something to read
something to play with

Use each word by writing it in a sentence.

b. All the words listed below have more than one meaning. Write several sentences to show as many different meanings for each word as you can. Check with your dictionary.

trip
suit
fall
present
draw
spring

c. Draw pictures to show the meanings of the following pairs of words. Write the word on the back of the picture. See if the members of the class can guess the word illustrated. If they cannot, say the word and ask the class to spell the word.

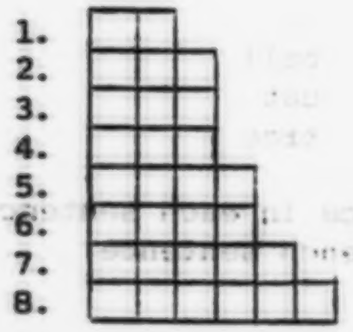
threw
through
right
write
rode
road

d. Find words on your list that mean the opposite of these words:

aunt back bottom up young

Write each word in a sentence.

Solving Puzzles: Puzzles of varying degrees of difficulty may be used. A card file of word puzzles or mimeographed copies of puzzles are very useful if the puzzles are primarily made up of words from the levels at which trainees are studying. Trainees can construct their own puzzles or solve those available. A form that is easily used by trainees follows:



1. This word is in "man."
2. This is a pet that barks.
3. This word means to go fast.
4. This word is used in place of "girl."
5. This has a trunk and leaves.
6. This means the opposite of "bad."
7. This is a dark color.
8. This is another name for "Daddy."

Trainees are given the following directions: Draw these boxes on your paper and number them as shown.

1. Look at the sentence at the right of number 1. (This word is in "man.")
2. Count the boxes that follow the same number on the left. (2 boxes)
3. Figure out the word that is meant. (an)
4. Write the letters of the word in the boxes. a n

Check with the key on the back of the card. (Following is the key that appears on the back of the card: an, dog, run, she, tree, good, black, father)

Using Homonyms: The spelling of homonyms is not particularly difficult for trainees, but the use of the correct word does present some difficulty. After homonyms have been studied and presented separately as situations arise for their use, practice may be given in using homonyms together.

Sentences such as the following may be composed and trainees asked to rewrite them using the correct homonym:

The (to, too, two) boys were (to, too, two) tired
(to, too, two) play.
The motorman applied the (breaks, brakes) when he saw
the caution signals.
Plastic dishes do not (break, brake) so easily as other kinds.
Of (course, coarse) we shall be glad to see you.
The flour sack was made of (course, coarse) material.

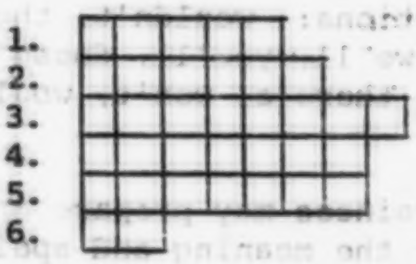
Using Homographs: It is frequently necessary for a trainee to be aware of the differences in meanings of words that are spelled alike. After class discussions of homographs as they arise in daily use, finding their various meanings in the dictionary is a valuable activity for trainees.

Use your dictionary to find the various meanings of each of the following words. Write two or more sentences to show this variety of meaning.

case sink crop note pool
lock tire main pants wave

Building Words Composed of Two Small Words: Trainees are given words such as ball, body, some and are asked to build new words of which these are a part, such as baseball, anybody, sometime.

Constructing and Solving Word Puzzles: Trainees are taught to make simple word puzzles either vertically or horizontally. These puzzles may be used for other groups of trainees to solve.



1. inquired
2. kind of fruit
3. work
4. pieces of land surrounded by water
5. vegetable with green leaves
6. abbreviation for Public School

A key for quick checking should be provided for the trainees:

(1. asked; 2. apples; 3. industry; 4. islands; 5. lettuce; 6. P.S.)

Applying Generalizations: When a class or group has formulated a generalization inductively, the instructor will give practice in writing words applying the principle. For example, when the generalization "Words ending in e drop the e when adding a suffix beginning with a vowel, unless e is needed to keep the sound c or g from becoming hard" had been developed, the trainees are given these directions:

The words in the lists that follow end in silent e. Add the suffixes ing, ed, er, ate, ary, al, able, ty, ly, less, ment, wherever possible.

fortune
trade
use
change
choose
please
move
commence

peace
continue
imagine
advise
sincere
immediate
advance
safe

shoe
judge
awe
argue
hope
extreme
fierce

When the generalization "In words spelled with ie or ei use i before e except after c or when sounded like a as in neighbor or weigh" has been developed, trainees are given the following directions:

Supply the ie or the ei in the words listed:

bel--ve
fr--nd
misch--f
n--ghbor

f--rce
p--ce
sl--gh
rec--pt

c--ling
rel--ve
th--f
w--gh

Use your dictionary to check your spelling. Write interesting sentences using ten of the words.

Writing Contractions: When the concept that a contraction is formed from two words and that the apostrophe takes the place of the missing letters needs further emphasis for some trainees, exercises such as these may be given:

a. From what words are these formed?

it's
you'd
hadn't
haven't

we'll
can't
it'll
doesn't

b. Write the correct contraction for the underlined words:

1. Father says you are to come at once.
2. You have done a good job.
3. They did not go with us.
4. Who is there?
5. What is the answer?

c. Write sentences using these contractions: wouldn't, there's, I've, we've, you've, they've, I'm, we'll, you'll, doesn't, aren't, it's, that's, what's, he's, there's, won't, wouldn't, you're, they're.

Preparing Charts and Mnemonic Devices: Trainees may prepare charts and mnemonic devices to help them remember the meaning and spelling of the following homonyms.

a. Write the following homonyms in sentences to illustrate their meanings:

for, four
to, too, two
pail, pale
meat, meet
road, rode
sun, son

sum, some
know, no

would, wood

sent, cent
scent
seen, scene

by, buy
eight, ate
through, threw
piece, peace
pear, pare, pair
so, sew, sow

their, there
blew, blue

way, weigh

course, coarse

him, hymn

bow, bough
straight, strait
our, hour
here, hear
right, write
knew, new

red, read
break, brake

whole, hole

steel, steal

council, counsel

great, grate
male, mail
led, lead
grown, groan
forth, fourth
session, cession

heir, air, ere
principal, principle
stationery, stationary
patients, patience

b. Write a homonym next to each of the following words. Use each word you write in a sentence. Use the dictionary to check your spelling.

road ____________
scent ____________
eight ____________
threw ____________
peace ____________

course ____________
scene ____________
break ____________
forth ____________
our ____________

Working with Prefixes, Suffixes, and Stems: Trainees can be taught to prepare exercises that illustrate the meanings of the prefixes, suffixes, and stems in the words in the levels on which they are studying. (See Course of Study for prefixes, suffixes, and stems suggested for levels 7 and 10.) The exercises which follow are designed to provide practice in the techniques of using the dictionary. The exercises help trainees to:

1) recognize the function of the accent mark, and of the dash in dividing a word into syllables when the word must be written partly on one line and partly on another

2) recognize the fact that changing the accent may change the meaning of the word

3) divide a word into syllables as an aid to pronunciation

Give the trainees the following directions:

a. See how quickly and accurately you can do what is required in the following list:

1. Find the pronunciation of Eire.
2. Write five antonyms for strong.
3. Locate the preferred spelling of theater.
4. Find the meaning of the abbreviation Messrs.
5. Answer: how many pronunciations are given for iodine?
6. List five synonyms for ability.
7. Find out whether overnight is hyphenated.
8. Find out whether good-by is hyphenated.
9. Write sentences to show the difference in meaning between refuse' and ref'use.

b. Copy the words listed below. Find each word in your dictionary. Use a dash to show how the word should be separated if you are writing a composition and the word is partly at the end of one line and partly at the beginning of the next.

lieutenant
superstition
tuberculosis
allegiance

mysterious
international
opportunity
mountainous

furniture
equipment
occupation
approximately

c. Find the preferred pronunciation of the words listed below. Pronounce the word. (This may be an activity for a small group in which each trainee pronounces the word to a listener.)

automobile
leisure
contrary
toward

ice cream
cigar
route

buoy
bouquet
advertisement

d. The underlined words in the sentences below are "overworked." For each underlined word, write three synonyms that are more exact in meaning:

1. I had a good time at the party.
2. The old man said, "Thank you."
3. We walked through the woods.
4. He got tired waiting for his brother.

Constructing and Solving Word Puzzles: Solving word puzzles involves reading skills, a knowledge of synonyms, and the ability to spell words accurately. If trainees have learned in previous levels how to construct simple horizontal or vertical puzzles, they now may be shown how to construct those that interlock. These puzzles may be used for other groups of trainees to solve.

Devising and Playing Games: Words learned in spelling are written on separate slips of paper and placed in a box. A trainee draws a slip from a box but does not look at it. He hands it to the chairman who pronounces the word for the trainee to write. If the word is spelled correctly, the slip is put into a second box; if spelled incorrectly, the trainee keeps the slip. (The marking of the spelling is done by the chairman.) Trainees who have no slips are declared winners. Trainees who have slips copy the words into their notebooks and are expected to learn the words they have misspelled.

Many instructors help trainees make up "spelling rules" based on generalizations about words they have studied. This has been found helpful when the rule does not have many exceptions and when the rule is not assigned for memorization.

In the lower levels, it is advisable to teach each word as an individual problem. In the middle and upper levels, a limited number of generalizations may be drawn inductively from experiences with words. Examples of such generalizations follow:

Plurals of most nouns are formed by adding s to the singular; e.g. cat, cats.

When the noun ends in s, x, sh, and ch, the plural generally is formed by adding es; e.g. buses, bushes, benches.

A noun ending in y preceded by a consonant forms its plural by changing the y to i and adding es; e.g. body, bodies. Words ending in y following a vowel do not change y to i; e.g. boy, boys.

Plurals of a few nouns are made by changing their form, e.g. woman, women; mouse, mice; scarf, scarves.

An apostrophe is used to show the omission of a letter or letters in a contraction; e.g. aren't, we'll.

An abbreviation is always followed by a period; e.g. Mon., Feb., St.

The possessive of a singular noun is formed by adding an apostrophe and s; e.g. father, father's.

The possessive of a plural noun ending in s is formed by adding an apostrophe; e.g. girls, girls'.

A word that ends in silent e usually keeps the e when a suffix beginning with a consonant is added; e.g. nine, ninety; care, careful, careless.

A word that ends in silent e usually drops the e when a suffix beginning with a vowel is added; e.g. live, living; move, movable; chose, chosen.

A one-syllable word that ends in one consonant following a short vowel usually doubles the consonant before a suffix that begins with a vowel; e.g. fat, fatter, fattest; big, bigger, biggest.

A word of more than one syllable that ends in one consonant following one short vowel usually doubles the final consonant before a suffix beginning with a vowel provided the accent is on the last syllable; e.g. commit, committed, committing; forget, forgetting.

A word ending in y and following a consonant usually changes the y to i before a suffix unless the suffix begins with i; e.g. cry, cries, crying. A word that ends in a y preceded by a vowel usually keeps the y when a suffix is added: e.g. buy, buys, buying.

The letter q is always followed by u in a word.

The letter i is usually used before e except after c, or when sounded like a as in neighbor and weigh. Examples of exceptions to this rule are: neither, either.

THE SPELLING DEMON

In recent years, several studies have been made to determine the words most frequently misspelled or misused by pupils in the elementary school. These studies include the famous "Jones Demons," Fitzgerald's list of "100 Most Frequently Misspelled Words in Grades 2-6," and Johnson's list of "One Hundred Words Most Often Misspelled by Children in the Elementary Grades." Some of the words are homonyms; some are contractions and possessives from which apostrophes are frequently omitted; others are words with special difficulties. A combination of these lists results in a more valid list of most frequestly misspelled words. The 225 demons in the combined list are given below, as a guide to instructors in the reduction of spelling errors.

ache
again
all right
always
am
among
an
and
animals
another
answer
any
are
around
asked
babies
beautiful
because
been
before
beginning
believe
birthday
blue
bought
break
built
business
busy
buy
came
can't
caught
children
choose
Christmas
clothes
color
coming
cough
could
country
course
cousin
dear

decided
didn't
different
doctor
does
done
don't
down
dropped
early
easy
enough
every
everybody
February
fine
first
for
forty
friend
friends
frightened
from
getting
goes
going
good-by
grammar
guess
half
Halloween
happened
have
haven't
having
he
hear
heard
here
him
hoarse
hour
how
I
I'll

I'm
instead
interesting
it
its
it's
Jan.
jumped
just
knew
know
laid
let's
letter
like
likes
little
looked
loose
lose
making
many
me
meant
minute
money
morning
mother
Mrs.
much
my
name
named
none
now
o'clock
Oct.
off
often
on
once
one
our
people
piece

play
pretty
raise
read
ready
received
right
running
said
Santa Claus
Saturday
says
school
seems
separate
shoes
since
some
something
sometime
sometimes
started
stationery
stopped
straight
sugar
summer
Sunday
suppose
sure
surprise
swimming
teacher
teacher's
tear
than
Thanksgiving
that's
the
their
them
then
there
they
they're

things
though
thought
threw
through
time
tired
to
today
together
tonight
too
tried
trouble
truly
Tuesday
two
until
used
very
want
wanted
was
we
weak
wear
Wednesday
went
were
when
where
whether
which
whole
will
with
woman
won't
would
write
writing
wrote
you
your
you're

USEFUL INFORMATION ABOUT COMMON PREFIXES, SUFFIXES AND ROOTS

Note to Instructors: The 15 prefixes that account for 82% of all the words in which prefixes appear are starred (*)

PREFIXES

Prefix	Meaning	Examples
* a (ab)	from, away	abnormal, abdicate, avert
a (an)	without, not	aseptic, anesthetic
* ad	to, toward	adjust, adjourn, administer
ambi (amphi)	around, both	ambidextrous, ambiguous, amphibious
ante	before	anteroom, antedate
anti	against, opposite	antithesis, antagonist
* be	by	beside
bi	two, twice	bisect, bicycle, biscuit
circum	around	circumscribe, circumvent
* con (co,col,com)	together, with	concur, connect, contend combine, collect
contra (counter)	against	contradict, contraband
* de	from, down from	dejected, delegate, degrade
* dis (di)	apart, not	dispatch, dismiss, dishonor
dia	through, around	diameter, dialogue
epi	upon	epitaph, epiphenomenon
eu	well	euphemism, euphony
* ex, e	out of, from	expel, exodus, exhume
hetero	different	heterodox, heterogeneous
hypo, hyph	under, below	hypothesis, hypocrite
* in (il,un,ir)	into, not	inconsistent, inelegant, illegible, irreverent
* in, en	in, into, among	invade, include, entice
inter	between	interpose, interurban
intro	within, against	introspective, introduce
mono	single, one	monograph, monorail
non	not	nonalcoholic, nonentity
ob	against	obtrude, obstruct, object
pan	whole, all	Pan-American, pantheist
per	fully, through	peruse, perturb
peri	around, about	perimeter, peristyle
post	after, behind	postpone, post-mortem
* pre	before	precede, prelude
* pro	for, forward, in front of	propose, program
* re	back, again	renew, reiterate, repress
retro	backward	retrospect, retrograde
se	aside	seclude, secede, segregate
semi	half, partly	semicircular, semiannual
* sub	under	subway, subnormal, subject
super	over, above	supercilious, superfine
syn (sym)	together with	synthesis, syntax, sympathy
trans	beyond, across	transgress, transatlantic
tri	three, thrice	trisect, triangle, triplets
ultra	beyond	ultramontane, ultramarine
* un	not	unkind, unnecessary

Suffix	Meaning	Examples
* -able, -ible	capable of being	serviceable, credible
-ace, -acy)		
*-ance, -ancy)	state of being	disturbance, intimacy
* -age	act or condition	dotage, marriage, bondage
-al, -eal, -ial	relation to, that which, on account of	judicial, credentials, elemental
-an, -ean, -ian	one who, relating to	American, statistician
* -ant	(adj: being	resonant, vacant
	(noun: one who	attendant, servant
-ar, -er	relating to, like	lunar, vulgar, solar
	(adj: relating to	residuary, contrary
-ary	(noun: one who	dignitary
	(place where	sanctuary
	(adj: having quality	fortunate, desolate
-ate	(noun: one who	prelate, advocate
	(verb: to make	celebrate, agitate
-cle, -acle)		
-icle, -cule)	little	molecule, pinnacle
	(one who is	trustee, employee
-ee	(object of action	devotee
*-eer, er	one who does	pamphleteer, auctioneer
	((1) little	maiden, kitten
* -en	((2) made of	earthen, olden
* -ence)	state of quality	independence, violence
-ency)		dependency
-ent	(adj: being	dependent, patient
	(noun: one who	resident, student
* -et, -let	little	lancet, leaflet
-fic	causing, producing	soporific, terrific
-fy, -ify	to make	magnify, simplify
* -full	fulness	hopeful
* -hood	state, condition	motherhood, manhood
* -ic	like, made of	plastic, magic
-ice	that which, quality or state of being	artifice
-id	pertaining to, being in a condition of	squalid, placid
-ile	relating to	puerile, imbecile
* -ion	act, or state of being	coercion, fusion
* -ish	pertaining to, like	greenish
* -ise, -ize	to make	colonize, memorize
* -ism	system of	socialism
* -ist, -ite	one who	optimist, theist
-ity, -ty	state	unity, vicinity
-ive	relating to	legislative, decorative
-kin	little	napkin, lambkin
* -less	without	hopeless, worthless
* -ly	like	princely
* -ment	state of being, act	amendment, development
* -ness	state of	goodness
* -or, -ar, -e	one who, that which	elector, engraver
	(relating to	dormitory, factory
	(that which	commendatory, explanatory
* -ory	(pertains to place	
	(of serving for	
* -ose, -ous	abounding in	verbose, grandiose, gracious
-some	full of	troublesome
* -ty	state of	gravity
-tude, -itude	condition	beatitude, aptitude
-ule	little	capsule, globule
* -ward	turning to, in direction of	heavenward, forward
-wright	doer, worker	cartwright, shipwright
* -y	pertaining to	rainy

SUFFIXES (Continued)

Note to Instructors:

The problem of teaching the meaning of suffixes is somewhat more complicated. Most suffixes in English have several different meanings; therefore, the teaching of the most common meanings may create confusion. The (*) suffixes are those that are usually recommended by authors of local reader series to be taught in the upper elementary grades.

SOME COMMON LATIN ROOTS

Note to Instructors:

A knowledge of the meanings of some of the more common Latin roots which are found in many English words is unquestionably helpful in attacking unknown words. It is probable that nearly all of the benefits from this study can be gained by focusing on the commonest Latin roots and prefixes. Your selection would be made on the basis of personal experience and analysis of the commonest roots employed in the local reader vocabulary list.

From one of the roots, it is possible to build up a family of words, helping in the classification of the meanings of those words, the root that is common to them all, and the shades of meaning created by different prefixes and suffixes.

acer, sharp
ager, field
ago, agere, egi, actum
to rouse or stimulate
albus, white
alter, other
amare, to love
ambulare, to walk
amicus, friend
amor, love
annus, ring or year
aqua, water
arare, to ploy
audio, audire, audivi, auditum
to hear
aurum, gold
avis, bird
bene, good or well
bonus, good
bos, bovis, ox
brevis, short
cado, cadere, cededi, casum
to fall
canis, dog
cantare, to sing
capio, capere, cepi, captum
to take
cedo, cedere, cessi, cessum
to go
celer, quick
centum, a hundred
cor, cordis, heart
corpus, corporis, body
crus, crucis, cross
dexter, right
deus, god
dominus, master
domus, house

dormire, to sleep
duo, two
dux, ducis, leader
ego, I
eo, ire, ivi, item, to go
facio, facere, feci, factum
to do or make
felix, happy
fero, ferre, tuli, latum
to carry
fidus, faithful
finis, end
fortis, strong
frater, brother
habeo, habere, habui, habitum
to have or hold
homo, hominis, man
jungo, junctum, join
juvenis, young
lac, lactis, milk
lego, legere, legi, lectum
to read or to pick out
leo, leonis, lion
lex, legis, law
liber, book
liber, free
lingua, tongue
locus, place
lux, lucis, light
magister, master
mater, mother
manus, hand
mare, maris, sea
medium, middle
mirare, to wonder
miser, wretched
mitto, mittere, misi, missum
to send

SOME COMMON LATIN ROOTS (Continued)

mors, mortis, death, mortal
navis, ship
niger, black
nihil, nothing
novus, new
nox, noctis, night
omnis, all, entire
pater, father
pendo, pendere, pependi, pensum to hand
pes, pedis, foot
plicare, to fold
pono, ponere, posui, positum to put, to place
scribo, scribere, scripsi, scriptum to write
senex, old
solus, alone
soror, sister
spirare, to breathe
sto, stare, steti, statum to stand
terra, earth or land
traho, trahere, traxi, tractum to draw
umbra, shadow
unus, one
urbs, urbis, city
utilis, useful
velox, swift
venio, venire, veni, ventum to come
veritas, truth
verto, vertere, verti, versum to turn
via, way
video, videre, vidi, visum to see
vir, man
virtus, strong
vivo, vivere, vixi, victum to live

APPENDIX I

LANGUAGE WORKSHOP UNITS

The Oral Approach to Language Teaching..................1 - 9

Choral Repetition and Substitution Drill Units
Nos. 1 Through 28..................................10 - 82

THE ORAL APPROACH TO LANGUAGE TEACHING AND LEARNING

A. Some basic principles and assumptions about language and language teaching and learning.

1) Language is a system of arbitrary vocal symbols used for oral communication.

2) Writing and printing are graphic representations of the spoken language. Since language is speech, writing is only a secondary representation of language, and should be treated as such in the first stage of language learning.

3) Language can be broken down into three major component parts: the sound system, the structure, and the vocabulary.

4) Each language has its own sound system, structure, and vocabulary, which are usually completely different from the systems of any other language.

5) Language is continuously changing.

6) The only authority for "correctness" of language is actual usage by native speakers.

7) Within each language there are many different levels of usage, depending on the particular group of people that are speaking.

8) Any person of normal intelligence can learn a second language, if he has good instruction with good materials, and works hard enough at the task.

9) One can learn to speak and understand a language only by being exposed to the spoken language and by using the spoken language.

10) One learns the sound system of a second language primarily through imitation of native speakers of that language.

11) The material that the student should be exposed to in the language he is learning can best be chosen after an objective descriptive analysis of both that language and the student's native language reveals the really significant features of the language he is learning.

12) The really significant features of the second language should be presented to the student in a logical sequence and with emphasis on special difficulties.

13) The elements of the sound system and the structure of the language should be emphasized more than the vocabulary in the early stage of second language learning.

14) Languages can be learned inductively far more easily than deductively.

15) The traditional deductive method whereby the student was first taught a set of "rules" and then expected to apply them is largely ineffective in learning to speak and understand a second language.

16) Many of the traditionally accepted "rules" concerning English usage and grammar are grossly inaccurate statements in terms of what educated native speakers of English actually say.

17) Grammar, a name for the devices of form and arrangement that comprise English structure, should never be taught as an end in itself, but only as a means to the end of learning the language.

18) The use of grammatical terminology in teaching English as a second language should be kept to a minimum, and those terms that are used should conform as far as possible to an objective description of the language.

19) Lengthy explanations of usage are relatively ineffective in second language teaching, and generally should be avoided.

20) The English that the student is exposed to should always "sound natural" to native speakers.

21) The structures to which the student is exposed in the early stage of learning should be limited to what is essential for ordinary communication.

22) All structural material should be presented and practiced in class before the student attempts to study it at home.

23) The student should not be asked to produce original utterances in English requiring independent thinking until he has become thoroughly familiar with the structural patterns involved through presentation and practice in class.

24) The vocabulary to which the student is exposed in the early stage of learning should be strictly limited to the most essential lexical items.

25) Two of the most effective classroom teaching techniques developed to date for presenting English to non-native speakers are: (a) choral repetition; and (b) substitution drill.

26) Use of the student's native language in class should be avoided or kept to a minimum in second language teaching.

27) Learning a second language is a long and difficult task for an adult student, and requires his wholehearted cooperation.

Notes On Techniques

Choral repetition and substitution drill are given emphasis because they are the two main teaching techniques as distinguished from testing devices. Accepting the basic principle of language learning that one learns a second language only by being exposed to and practicing utterances in that language, it then follows that one teaches the language by exposing the trainee to the language and having him practice it. In choral repetitions and substitution drills the trainee is merely being exposed to and practicing spoken English. He is not required to do any original thinking, or to make any choices. Thus he is not being tested. In some of the drills and exercises that follow the choral repetition and substitution drill of a given structure, he is being tested as well as taught.

In presenting any structure for the first time, the pure teaching techniques of choral repetition and substitution drill always come first. Only after the trainee has heard and practiced the structure many times by means of these techniques is he required to do any independent thinking, as in some of the drills that follow the choral repetitions and substitution drills.

A. Choral Repetition

A choral repetition is a series of natural sentences or ordinary conversational English illustrating a particular structure or pattern.

Choral Repetition A DO YOU USUALLY WORK ON SATURDAY?
YES, I USUALLY WORK ON SATURDAY.

1. Do you usually work on Saturday?
Yes, I usually work on Saturday.

always go to work early in the morning?
Yes, I always go to work *at 8 o'clock.*
Is Mr. Rodriguez your boss?
Yes, he's my boss.

2. Do you have a brother?
Yes, I have a brother. His name is Rodolfo.
Is he a doctor?
Yes, he's a very good doctor.

3. Do Jose and Carmen study English?
Yes, they study English at Mobilization.
Do they come to their class on Monday, Wednesday and Friday?
Yes, they come to their class on Monday, Wednesday and Friday.
Are they good trainees?
Yes, they're good trainees.

4. Do your parents live in San Juan?
Yes, they live in San Juan.
Do they know Mr. and Mrs. Clark?
Yes, they know Mr. and Mrs. Clark.

5. Do you and your sister like movies?
Yes, we like movies very much.
Do you often go to the movies on Sunday?
Yes, we go to the movies every Sunday.
Is your sister an English trainee too?
Yes, she's an English trainee too.

1) This choral repetition is reasonably short. It contains a total of thirteen questions and thirteen answers arranged in five groups. The entire choral repetition can be repeated by instructors and trainees in two or three minutes, even in its first presentation. It has been found more effective to keep choral repetitions as short as possible. In this way, they can be repeated many times in class without tiring the trainees. The trainee's attention is focussed on the specific pattern being taught. A long series of sentences may divert his attention to less important items.

2) The individual sentences in this choral repetition are also short. This is essential for getting good imitation from the trainees. It is very difficult if not impossible for trainees to imitate and repeat long sentences when both the structure pattern and sounds are new and unfamiliar to them. When it is necessary to include long sentences for the purpose of illustrating a given pattern, then they must be broken into breath units. For example: "We went to church in the morning, and the Spencers came to se us in the afternoon." The instructor should read "We went to church in the morning"...and pause to allow the class to repeat...before finishing the sentence.

3) The sentences would sound natural and normal to almost any educated native speaker of American English. There is no sentence here which it would be theoretically possible to say but which it would be hard to imagine people saying. All the sentences make sense.

4) This choral repetition consists of a series of questions and answers. A good part of actual conversation between two native speakers consists of questions and answers. Therefore, this question-answer pattern is followed wherever possible in choral repetitions.

5) The answers or responses to these questions are short and natural. There is no answer here which would not be a normal response of a native speaker to the question asked. When the trainees are real beginners in English, there is not and should not be very much variation in the responses. But even here, where it is possible within the student's structural and vocabulary level, slight variations or additions of information have been introduced, for example:

Is he a doctor?	Yes, he's a very good doctor.

6) The sentences in a choral repetition are never just a haphazard series of utterances, however natural and conversational they may be. They always are carefully chosen to illustrate clearly and simply the structure or usage that is being taught.

7) There are no rules or explanations given with this choral repetition. The teacher gives his trainees whatever explanations he may consider necessary; however, it is important to remember that lengthy explanations very rarely help the trainees to learn to use the structure in question.

Structural Analysis Of The Choral Repetition: 1) The first structural pattern being taught in this choral repetition is the use of the auxiliary verb DO in simple questions in the present tense. This is the first time that the trainees have heard or seen this structure used. Up to this point, the only major structures that they have been exposed to and practiced are the affirmative, interrogative and negative sentence patterns with the principal verb BE in the present.

2) The second pattern here is the simple form of the principal verb without DO in affirmative answers to the questions with DO.

3) The first questions with DO have singular you as subject; the next questions have third person plural subject; and the last questions have you and another person, or we as subjects. There is no first person singular question ("Do I like music?", etc.) because such questions are seldom natural in English conversation. Thus naturalness is not sacrificed for the sake of the particular structure being taught.

4) The pattern of questions using auxiliary DO is broken at intervals by questions and answers using the principal verb BE. This is of course not new for the trainees at this stage, so it constitutes an incidental review of an already learned pattern. trainees probably will not be aware that they are reviewing an old structure, concentrating as they will be on the new DO pattern, but this is a good sign, for it indicates that the sentence patterns with BE are becoming unconscious habit. Observe that the review questions and answers with BE are natural, logical continuations of the ideas contained in the DO sentences.

5) There are eight principal verbs besides the verb BE used in this choral repetition. They are: WORK, GO, HAVE, STUDY, COME, LIVE, KNOW, LIKE. Notice that these are among the most common and useful verbs in English. The trainees will have considerable practice using these verbs in interrogative and affirmative sentences before being exposed to other principal verbs.

6) The frequency words usually, always and often are used in their normal position immediately before the principal verb. The trainees have already been exposed to these words in previous practice with BE; the only thing that is new is their position.

7) Other time expressions used in this choral repetition, such as on Saturday, early in the morning, at 8 o'clock, are not new to the trainee at this stage.

8) Frequency words and other time expressions are more rarely used in the present tense with some principal verbs like, have, like, and know, and are therefore not included with these verbs here.

9) Only the most common use of the simple present tense is presented in this choral repetition. It usually conveys the idea of customary or habitual action in present time, or a general statement of fact, as: "We like movies very much." Less common uses of this verb form such as narrative present of future ideas, are omitted.

10) The normal interrogative word order pattern is strictly followed: DO...SUBJECT...(FREQUENCY WORD)...PRINCIPAL VERB...COMPLEMENT.

11) There is practically no new vocabulary, except for the principal verbs mentioned above, presented to the trainees in this choral repetition. This helps the trainee to concentrate on the main structure pattern, which is an especially important one in teaching English as a second language.

Procedure For Choral Repetitions: There are any number of slight variations in the exact procedure for presenting choral repetitions that can be used. These will largely depend on the individual instructor and his particular class, according to what he finds to be most effective and helpful in keeping the trainees alert and interested. A general procedure which will be effective in most classes is the following:

1) The instructor reads a sentence once, and trainees repeat it after him in unison looking at the sentence. The instructor repeats the same sentence, and the class repeats it in unison again. (If questions and answers, it is better to do question (class repeats) answer (class repeats) then repeat the unit again, so as not to break up sequence). All sentences are repeated twice.

2) Without stopping for comments, explanations or answering trainees' questions, the teacher immediately reads the choral repetition through again, with the class repeating each sentence after him, with their books still open.

3) Now the instructor may want to make some general observations or statements concerning the specific structure pattern being practiced.

4) Asking the class to observe these main features of the new structure, the instructor reads through the entire choral repetition again, the class repeating after him looking at the sentence.

5) Now the instructor may want to make one or two additional statements regarding the sentences in the choral repetition—possibly put one or two other examples on the blackboard—comment on less important items. He can also briefly answer trainees' questions about the new structure. It is extremely important that the instructor keep any statements or explanations as suggested in Steps 3 and 5 as brief, simple, clear and to the point as possible, never forgetting that the trainees can only learn the new structue by repeating and practicing it, not by hearing detailed explanations.

6) The instructor now asks the trainees to look at the sentence and reads through the choral repetition again, the trainees repeating by ear what they have already seen, heard and repeated several times. He may want to repeat this procedure two or three times before going on to the next drill. The question of the number of times the choral repetitions should be gone over on the first presentation depends on several variable factors, such as: importance of structure, difficulty of structure;

whether it is a completely new structure or a review of already practiced material; how well the class is able to imitate the instructor; how well the class seems to understand the structure; length of the choral repetition; the class time available. As a general rule, where the structure pattern is new to the class, and fundamentally important in the language, the choral repetition should be done a minimum of four times when it is first presented before any other activity is done.

7) The next step, immediately after the last reading of the choral repetition is the substitution drill.

8) It is good procedure to go through the choral repetition again after the substitution drill. The instructor may find it helpful to have the class repeat it still one more time after other types of exercises, especially if it can be the last activity done on the first class day.

9) It should be repeated once or twice on the day after the first presentation.

10) It should be gone over later as part of review.

11) The instructor should ask his trainees to practice the choral repetitions aloud outside the class (at least 15 min.). This is the best homework that the trainees can do, and it will help them more than written homework.

Instructor's Signaling System: In language teaching, a good signaling system between the instructor and the trainees contributes decisively to the efficiency of the work. Many signals can best be given at a non-linguistic level, by means of gestures, mimics and indications. Many instructors have developed excellent signaling systems, but the following general suggestions may be useful to others.

1. A cupped hand behind the teacher's ear: Class, listen!
2. A raised hand with palm forward: Silence please!
3. Both hands reaching out toward the class: Ready to repeat!
4. A brisk rising or gathering movement of the hands: Repeat in unison!
5. Indication of an individual trainee Repeat alone!

B. Substitution Drill

In the prepared lessons, substitution drills always follow the choral repetitions immediately; the two activities should always be done during the same class period, one right after the other. A substitution drill is an exercise where individual trainees (followed by the class in chorus) repeat sentences containing the structure pattern that has just been practiced in the choral repetition, changing one or more minor elements of the sentence with each repetition, but not changing the basic structure pattern. The changes that the trainee makes in the sentence each time it is repeated force his immediate attention away from the structure pattern that he is repeating. This helps him to use the structure automatically, without consciously thinking about it or analyzing it. No original thinking is required of a trainee who is doing a substitution drill. There should be no intervening classroom activity between the choral repetition and the substitution drill. If an explanation must be given, the choral repetition should be repeated before beginning the drill.

1. I have my English class at Houston Street.
   (in the morning)
2. Maria and her parents often go to Puerto Rios.
   (Canada)

Analysis Of Substitute Drill - Exercise I A:

1) The new structure patterns that were presented to the trainees in the preceding choral repetition are repeated here:
   a) DO in simple questions in the present.
   b) Simple form of principal verb in affirmative sentences in the present.

2) The elements that the trainees are asked to change are the subject, the direct complement, or the time expression. They are never the basic structure patterns that are being drilled.

3) In the first four sections of this substitution drill, the trainees have to change only one element in the sentences. In the fifth section, they have to make two changes. By this time they have had enough practice with the new structure to do this easily.

4) There is no structure or word order pattern here that was not practiced in the preceding choral repetition.

5) Besides giving trainees practice with the major patterns being taught, this drill also gives them practice with other patterns that are not new to them. (on Sunday, on Monday; at 7 o'clock in the morning, at 3 o'clock in the afternoon).

6) The vocabulary used in this drill is almost entirely the same as that used in the preceding choral repetition. The verbs introduced there are repeated here, and no new ones are introduced.

7) Both the exercise as a whole and the sentences within it are reasonably short, can be repeated easily in 4 or 5 minutes.

8) All the sentences in this drill express simple ordinary ideas in the way that native speakers would express them.

C. Other Types Of Exercises

In addition to choral repetition and substitution drills, the following additional kinds of drills are used:

1. Example: I usually work on Saturday. (Friday)

Do you usually work on Friday?

Yes, I usually work on Friday.

This kind of exercise is practically the same as substitution drill, except that trainees are required to form a question at the same time that they substitute one element for another. Since they have to use two patterns (interrogative and affirmative) instead of one, they have to do more independent thinking. This drill should be done reading the sentences.

2. Answer these questions as in the examples:

Type a) Do you know Mrs. Garcia?
Yes, I know Mrs. Garcia.

Here the trainee has to give a complete affirmative or negative answer. Such an exercise can be done either reading or not. If reading, either the instructor or trainee can read the questions, but if not reading, the instructor has to read the questions. It is always better to have one trainee read the question, and another trainee give the answer, since in that way it is more like a conversation.

Type b) Are you from Rio Pedro?
Yes, I am.

Here the trainee has to give a short affirmative or negative answer. Otherwise, it is the same as Type a).

Type c) Do you know Raul Zuniga?
(but...his brother)
No, I don't, but I know his brother.

This type is similar to substitution drill in that new items are provided for inclusion in the answer, but the pattern is changed. Notice that this exercise gives the trainees practice both with short negative answers and complete affirmative answers.

Type d) Do you go to work at 7 o'clock every day?
(8 o'clock)
No, I don't. I go to work at 8 o'clock every day.

This exercise is practically the same as Type c) except that the trainee has to give two sentences in his answer. The structure patterns are the same as in Type c) but the intonation pattern is different.

3. Change these sentences to questions and answer the questions as in the examples:

Example: My cousins live in La Pagera.
Trainee A: Do your cousins live in La Pagera?
Trainee B: No, they don't live in La Pagera.
or Yes, they live in La Pagera.

This gives trainees practice with simple questions and either affirmative or negative answers, or both. Again it is better to have one trainee ask the question and another answer it. It can be done either reading or not. It can also be done as a written exercise, either in class or outside of class.

4. Interrogative Word Question Drill:

Type a) Example: Book: Miss Gomez is at the blackboard.
Who ______________?
Trainee: Who is at the blackboard?

Here the trainee has to form the question that begins with the interrogative word indicated, based on the statement that precedes it. The procedure is often difficult for the trainees at first, because it departs from the normal conversation pattern used in most exercises. That is, the answer to the question that they have to form is already given them in the book. However, this is an effective way to drill the interrogative word question pattern. This exercise should be done with books open. It can also be used for written homework.

Type b) Example: Book: My books are in the drawer.
______________?
trainee: Where are your books?

Here the trainee has to form the interrogative word question based on the sentence given that asks about the underlined word or phrase. Obviously it is more difficult to do than the type where the interrogative word is given. This kind of exercise should not be used until the trainees have had considerable practice in forming and using interrogative word questions. It must be done with books open. It can also be used for written homework.

5. Fill the blanks with X:

Example: Book: I often go_____movies on Saturday.

Here the trainee has to choose the correct word or words from a specified group. This type of exercise is particularly useful for drilling prepositions. It must be done with books open.

6. Fill the blanks with the correct form of the verb in parentheses.

Example: Book: Harry______to school at 9 o'clock in the morning.
(GO)

This drill is an effective way for testing trainees' mastery of verb forms. It must be done by reading the sentences.

7. Answer these questions.

Example: Book: Do you get off work early every Friday?

Here the trainee is simply expected to give a complete logical answer to a natural conversational question in English. He is not confined necessarily to one particular type of answer, or any particular structure, so long as he answers the question sensibly in good English. In answering the above question, for example, the trainee need not use the verb that is used in the question, if he knows enough English to think of such answers as:

Yes, I leave class at 3 o'clock every Friday.
No, I have to work until 4 o'clock on Friday.

This is usually the last drill in any given lesson. It tests the trainee's comprehension of normal questions and makes him draw upon his fund of knowledge in English at a moment's notice. The patterns that he uses in his answers should be becoming unconscious habits with him.

D. Dialogues

The dialogues are short natural conversations between two persons which are to be presented and practiced in class, memorized at home, and than practiced again during the following class period.

The following is the suggested procedure for presenting and practicing dialogues:

On the first day: 1) Instructor reads dialogue aloud several times. Trainees listen but do not read dialogue, nor repeat it.

2) Instructor reads dialogue aloud two or three times. Trainees repeat the dialogue chorally from memory after the instructor each time.

3) Trainees read dialogue while repeating Step #2 above.

On the following day:

1) Repeat procedure of first day.
2) Divide the class into two groups, each group taking one part of dialogue.
3) Allow each trainee to individually take one part of the dialogue until every trainee has practiced both parts.

4) (Optional) Use dialogue to introduce a dictation exercise.

UNIT ONE

TEACHER COMMENTS

GOOD MORNING
GOOD AFTERNOON
GOOD EVENING

Choral Repetition:

1. Good morning.
2. Good afternoon.
3. Good evening.
4. Good night.
5. What is your name?
6. My name is __________?
7. What is your counselor's name?
8. My counselor's name is__________.
9. His name is ____________________.
10. What is your crew-chief's name?
11. My chew-chief's name is ______________.
12. His name is ____________________________.
13. Where do you work?
14. I work________________.
15. What do you do?
16. I am a ______________?
17. Where do you live?
18. I live at________________.

Dialogue 1:

A. Hello, how are you?

B. Fine, thank you. How are you?

A. Fine, thanks.

UNIT TWO

CHORAL REPETITION: A

TEACHER: COMMENTS

THE LESSON IS EASY.
IT IS EASY.

1. The lesson is easy.
   It is easy.

2. The book is new.
   It is new.

3. The exercise is long.
   It is long.

4. The sentence is interesting.
   It is interesting.

5. The question is hard.
   It is hard.

6. The answer is right.
   It is right.

7. The classroom is big.
   It is big.

8. The pencil is red.
   It is red.

9. The dialog is short.
   It is short.

10. The homework is easy.
    It is easy.

EXERCISE IA

Example: a) The sentence is interesting.
(easy)
The sentence is easy.

1. long
2. right
3. hard
4. short

b) The book is new.
(easy)
It is easy.

1. interesting
2. hard
3. red
4. short

c) The lesson is easy
(book ... new)
The book is new.

1. exercise ... long
2. sentence ... interesting
3. question ... hard
4. answer ... right
5. classroom ... big
6. pencil ... red

EXERCISE IIA

Example: a) The book is new.
(interesting)
It is interesting.

1. The sentence is long.
(hard)

2. The question is easy.
(short)

3. The dialog is hard.
(long)

4. The answer is short.
(right)

5. The pencil is long.
(red)

6. The book is new.
(hard)

7. The exercise is long.
(easy)

8. The class is big.
(interesting)

9. The homework is short.
(easy)

UNIT THREE

CHORAL REPETITION A

1. John is intelligent.
   He is intelligent.
2. Betty is happy.
   She is happy.
3. Mr. Clark is friendly.
   He is friendly.
4. Dr. Scott is busy.
   He is busy.
5. Miss Johnson is pretty.
   She is pretty.
6. Mrs. Brown is attractive.
   She is attractive.
7. The lawyer is good-looking.
   He is good-looking.
8. The secretary is efficient.
   She is efficient.
9. The lesson is easy.
   It is easy.
10. The answer is right.
    It is right.

TEACHER COMMENTS

JOHN IS INTELLIGENT.
HE IS INTELLIGENT.

EXERCISE 1A

Example: a) Mr. Clark is friendly.
(busy)
He is busy.

1. intelligent
2. happy
3. good-looking
4. efficient

b) Mrs. Brown is attractive.
(friendly)
She is friendly.

1. happy
2. pretty
3. busy
4. efficient

c) John is intelligent.
(Betty ... happy)
Betty is happy.

1. Mr. Clark ... friendly
2. Dr. Scott ... busy
3. Miss Johnson... pretty
4. Mrs. Brown ... attractive
5. The lawyer ... good-looking
6. The secretary ... efficient

EXERCISE 11A

Example: a) Miss Johnson is pretty.
(intelligent)
She is intelligent.

1. The secretary is busy.
   (attractive)
2. Dr. Scott is friendly.
   (happy)
3. The book is easy.
   (red)
4. The lawyer is happy.
   (efficient)

5. **The dialog is easy.**
   (interesting)

6. **John is intelligent.**
   (good-looking)

7. **Mrs Brown is attractive.**
   (intelligent)

8. **Betty is friendly.**
   (pretty)

9 9. **Mr. Clark is efficient.**
   (intelligent)

10. **The pencil is long.**
    (new)

DIALOG 11

A. Is the teacher busy?
B. Yes, (he) (she) is very busy.

PRONUNCIATION EXERCISE 11

1. it, is, big, intelligent, Miss, busy, pretty
2. question, intelligent, attractive, efficient

NUMBERS 1 - 20

1 - one
2 - two
3 - three
4 - four
5 - five
6 - six
7 - seven
8 - eight
9 - nine
10 - ten
11 - eleven
12 - twelve
13 - thirteen
14 - fourteen
15 - fifteen
16 - sixteen
17 - seventeen
18 - eighteen
19 - nineteen
20 - twenty

UNIT FOUR

CHORAL REPETITION A

1. Is John intelligent?
   Yes, he's intelligent.

TEACHER COMMENTS

IS JOHN INTELLIGENT?
YES, HE'S INTELLIGENT.

2. Is Betty happy?
   Yes, she's happy.

3. Is Mr. Clark friendly?
   Yes, he's friendly.

4. Is Dr. Scott busy?
   Yes, he's busy.

5. Is Miss Johnson pretty?
   Yes, she's pretty.

6. Is Mrs. Brown attractive?
   Yes, she's attractive.

7. Is the lawyer good-looking?
   Yes, he's good-looking.

8. Is the secretary efficient?
   Yes, she's efficient.

9. Is the lesson easy?
   Yes, it's easy.

10. Is the answer right?
    Yes, it's right.

Example: a) Is Mr. Clark friendly?
Yes, he's friendly.
(busy)
Is he busy?
Yes, he's busy.

1. intelligent
2. happy
3. good-looking
4. efficient

b) Is Mrs. Brown attractive?
Yes, she's attractive.
(friendly)
Is she friendly?
Yes, she's friendly.

1. happy
2. pretty
3. busy
4. efficent

c) Is John intelligent?
Yes, he's intelligent.
(Betty happy)
Is Betty happy?
Yes, she's happy.

1. Mr. Clark friendly
2. Dr. Scott busy
3. Miss Johnson pretty
4. Mrs. Brown attractive.
5. the lawyer good-looking
6. the secretary efficient

EXERCISE 11A

Example: a) Miss Johnson is pretty.
(intelligent)
Is she intelligent?
Yes, she's intelligent.

1. The secretary is busy.
(attractive)

2. Dr. Scott is friendly.
(happy)

3. The dialog is easy.
(interesting)

4. John is intelligent.
(good-looking)

5. Mrs. Brown is attractive.
(intelligent)

6. The lesson is long.
(easy)

7. The lawyer is happy.
(efficient)

8. Betty is friendly.
(pretty)

9. Mr. Clark is efficient.
(intelligent)

10. The pencil is blue.
(new)

PRONUNCIATION EXERCISE 111

1. attractive, intelligent, efficient, Johnson

2. happy, attractive, answer, class

UNIT FIVE

CHORAL REPETITION A

1. Is Frank a good doctor?
   Yes, he's a good doctor.
2. Is Mary a pretty little girl?
   Yes, she's a pretty little girl.
3. Is Mr. Clark a lawyer?
   Yes, he's a lawyer.
4. Is Miss Johnson a friendly nurse?
   Yes, she's a friendly nurse.
5. Is this a long exercise?
   Yes, it's a long exercise.
6. Is Mrs. Brown a very busy person?
   Yes, she's a very busy person.
7. Is John an intelligent little boy?
   Yes, he's an intelligent little boy.
8. Is Betty an efficient secretary.
   Yes, she's an efficient secretary.
9. Is Mr. Scott an engineer?
   Yes, he's an engineer.
10. Is Miss Taylor an English teacher?
    Yes, she's an English teacher.
11. Is this an easy lesson?
    Yes, it's an easy lesson.

TEACHER COMMENTS

IS FRANK A GOOD DOCTOR?
YES, HE'S A GOOD DOCTOR.

IS JOHN AN INTELLIGENT LITTLE BOY
YES, HE'S AN INTELLIGENT LITTLE BOY.

EXERCISE 1A

Example: a) Frank is a good doctor.
(friendly)
He's a friendly doctor.

1. busy
2. good-looking
3. busy
4. efficient

b) Is Frank a good doctor?
(Mary ... pretty little girl)
Is Mary a pretty little girl?

1. Mr. Clark ... lawyer
2/ Miss Johnson ... friendly nurse
3. Mrs. Brown ... busy person.
4. this ... long exercise.

c) Is John an intelligent little boy?
(Betty ... efficient secretary)
Is Betty an efficient secretary?
Yes, she's an efficient secretary.

1. Mary ... pretty girl
2. Mr. Clark ... lawyer
3. John ... intelligent little boy
4. this ... long exercise
5. Miss Taylor ... English teacher
6. this ... English class

d. Is Frank a good doctor?
Yes, he's a good doctor.
(Betty,... efficient secretary)
Is Betty an efficient secretary?
Yrs, she's an efficient secretary.

7. Miss Johnson ... friendly nurse

8. this ... easy lesson

9. Mrs. Brown ... busy person

10. Mr. Scott ... engineer

EXERCISE 11A

Example: a) Frank is a doctor.
(good)
Is he a good doctor?
Yes, he's a good doctor.

1. Mr. Clark is a lawyer.
(intelligent)

2. Miss Johnson is a nurse.
(friendly)

3. Betty is a secretary.
(busy)

4. Mary is a little girl.
(pretty)

5. Mr. Scott is an engineer.
(efficient)

6. John is a little boy.
(good-looking)

7. Miss Taylor is a teacher.
(English)

8. This is a pencil.
(long)

DIALOG 111

A. Is this an Emglish book?

B. Yes, it's an English book.

PRONUNCIATION EXERCISE IV

1. Frank, class

2. yes, exercise, very, Mary

CHORAL REPETITION A — AM, ARE, IS

1. I am a student.

2. You are an instructor.

3. Paul is a soldier.
   He is a good soldier.

4. Alice is a nurse.
   She is an efficient nurse.

5. "Time" is a magazine.
   It is an interesting magazine.

6. Alberto and I are students.
   We are English students.

7. You and Miss Taylor are instructors.
   You are English instructors.

8. Paul and Frank are soldiers.
   They are good soldiers.

9. Alice and Betty are nurses.
   They are very efficient nurses.

10. "Time" and "Life" are magazines.
    They are interesting magazines.

I am	we are
you are	you are
he is	they are
she is	they are
it is	they are

EXERCISE 1A

Example: a) I am a student.
(You...instructor)
You are an instructor.

---

1. Frank...doctor
2. He...friendly person
3. You...engineer
4. Alice...nurse
5. She...pretty girl
6. "Tom Sawyer"...book

b) Alberto and I are students.
(You and Miss Taylor...instructors)
You and Miss Taylor are instructors.

1. Paul and Frank...soldiers
2. They...good soldiers
3. You and Mr. Scott...instructors
4. Alice and Betty...nurses
5. They...very good nurses
6. "Time" and "Life"... magazines

c) Frank is a doctor.
(a good doctor)
He is a good doctor.

1. an intelligent doctor
2. a busy doctor
3. a good-looking doctor
4. a very friendly doctor

d) Alice is a nurse.
(a pretty nurse)
She is a pretty nurse.

1. an excellent nurse
2. a good nurse
3. an efficient nurse
4. an attractive nurse

e) Paul and Frank are lawyers.
(good lawyers)
They are good lawyers.

1. busy lawyers
2. efficient lawyers
3. excellent lawyers
4. intelligent lawyers

EXERCISE 11A

Example: a) Paul is a soldier.
(good)
He is a good soldier.

1. John is a little boy.
   (intelligent)
2. Alice is a nurse.
   (efficient)
3. Betty is a little girl.
   (pretty)
4. "Newsweek" is a magazine.
   (interesting)
5. Alberto and I are students.
6. You and Mrs. Clark are instructors.
   (English)
7. Mr. Scott and Mr. Brown are engineers. (busy)
8. John, Frank and Paul are soldiers.
   (good)
9. Betty, Alice and Mary are nurses.
   (efficient)
10. "Time", "Life" and "Newsweek" are magazines.
    (interesting)

PRONUNCIATION EXERCISE V

1. excellent, Betty, friendly, very
2. Taylor, they

I am
(yo soy, yo estoy)

You are
(tu eres, tu estas, Usted es, Usted esta)

he is
(el es, el esta)

We are
(Nosotros somos, nosotros estamos)

you are
(Ustedes son, Ustedes estan)

they are
(ellos son, ellos estan)

TEACHER COMMENTS

I'M, YOU'RE, HE'S, SHE'S, IT'S, WE'RE, THEY'RE

CHORAL REPETITION A

1. I'm a student
2. You're an instructor.
3. Paul is a soldier.
   He's a good soldier.
4. Alice is a nurse.
   She's an efficient nurse.
5. "Time" is a magazine.
   It's an interesting magazine.
6. Alberto and I are students.
   We're English students.
7. Paul and Frank are soldiers.
   They're good soldiers.
8. Alice and Betty are nurses.
   They're very efficient nurses.
9. "Time" and "Life" are magazines.
   They're interesting magazines.

EXERCISE I A

Example: a) Mr. Scott is an engineer.
(He ... an engineer)
He's an engineer.

1. Miss Johnson is a nurse
   She ... a nurse.
2. Mr. Clark is a lawyer.
   He ... a lawyer
3. Betty is a secretary.
   She ... a secretary.
4. This is an interesting book.
   It ... an interesting book.
5. This is a blue pencil.
   It ... a blue pencil
6. I am a student.
   I ... a student.
7. You are a doctor.
   You ... a doctor.

b) Paul and Frank are engineers.

They ... engineers.

They're engineers.

1. Alice and Betty are nurses.

They ... nurses.

2. Mr. Clark and Mr. Brown are lawyers.

They ... lawyers.

3. Miss Taylor and Miss Johnson are instructors.

They ... instructors.

4. "Time" and "Life" are interesting magazines.

They ... interesting magazines.

5. These (estos) are blue pencils.

They ... blue pencils.

6. We are students.

We .... students.

7. You are doctors.

You .... doctors.

c) Frank Clark is a doctor.
(a good doctor)
He's a good doctor.

1. an excellent doctor
22 a friendly doctor
3. a good-looking doctor
4. a very busy doctor.

d) Mrs. Brown is a nurse.

(an excellent nurse)

She's an excellent nurse.

1. an efficient nurse
2. a good nurse
3. an attractive nurse
4. a very friendly nurse.

e) Mr. Scott and Miss Johnson are instructors.

(English instructors)

They're English instructors.

1. good instructors
2. excellent instructors
3. very efficient instructors
4. very busy instructors

f) These (estas) are sentences.

(easy)

They are easy sentences.

UNIT SEVEN (Continued)

1. English
2. short
3. interesting
4. hard

EXERCISE II A

Example: a) Paul is a soldier.
(good)
He ______________.
He's a good soldier.

1. Alice is a nurse.
(efficient)
She ____________.

2. "Life" is a magazine.
(big)
It ______________.

3. I am a student
(English)
I ____________.

4. John is a little boy.
(intelligent)
He ______________.

5. You are an instructor.
(English)
You ______________.

6. Paul Taylor and John Scott are doctors.
(good)
They ______________________.

7. Alberto and I are students
(English)
We __________________________.

8. Alice and Betty are nurses.
(pretty)
They ____________________.

9. These are books.
(blue)
They ____________.

10. "Time", "Life" and "Newsweek" are magazines
(interesting)
They ______________________.

DIALOG IV

A. Are you an English student?

B. Yes, I'm an English student.

PRONUNCIATION EXERCISE VI

1. they, Taylor
2. are, doctor, Scott, hard

UNIT EIGHT

CHORAL REPETITION A:

1. Is this a blackboard?
   Yes, it is.

2. Is Mr. Thompson an instructor?
   Yes, he is.
   Is he a good instructor?
   Yes, he is.

3. Is Mary pretty?
   Yes, she is.
   Is she intelligent too?
   Yes, she is.

4. Are you a student?
   Yes, I am.

5. Are you and Mr. Jimenez students?
   Yes, we are.
   Are you English students?
   Yes, we are.

6. Are George and Harry carpenters?
   Yes, they are.

7. Are Betty and Nancy nurses?
   Yes, they are.

8. Are the books blue?
   Yes, they are.

9. Are these sentences?
   Yes, they are.
   Are they long sentences?
   Yes, they are.

TEACHER'S COMMENTS

IS THIS A BLACKBOARD?
YES, IT IS.

EXERCISE 1 A

Example: a) Is this a blackboard?
(a classroom)
Is this a classroom?

1. a book
2. a pencil
3. a desk (escritorio)
4. a chair (silla)
5. an English class
6. an easy lesson

b) Are you a student?
(a lawyer)
Are you a lawyer?

1. a doctor
2. a nurse
3. a carpenter
4. a secretary
5. an instructor
6. a businessman (hombre de negocios)

c) Is this a blackboard?
Yes, it is.
(a classroom)
Is this a classroom?
Yes, it is.

1. a book
2. a pencil
3. a desk
4. a chair
5. an English class
6. an easy lesson

d) Are you a student?
Yes, I am.
(a lawyer)
Are you a lawyer?
Yes, I am.

1. a doctor
2. a nurse
3. a carpenter
4. a secretary
5. an instructor
6. a businessman

e) Is Mr. Thompson busy?
Yes, he is.
(Miss Anderson and Miss Brown secretaries)
Are Miss Anderson and Miss Brown secretaries?
Yes, they are.

1. Frank a good doctor
2. Raul and Pablo English students
3. Miss Clark and Mr. Johnson Americans
4. Mr. Scott rich (rico)
5. Mary and Alice attractive girls
6. "Don Quijote" and "Tom Sawyer" books
7. these hard sentences

EXERCISE IIA

Example: a) I'm an instructor.
Are you an instructor?
Yes, I am

1. The exercise is long.
2. The question is hard.
3. John is intelligent.
He's good-looking too.
4. Mr. Scott is a doctor.
5. Betty is happy.
She's very friendly.
6. Mrs. Brown is an excellent typist (mecanografía)
7. I'm a lawyer.
8. I'm an English student.
9. Miss Johnson and I are instructo
We're English instructors.
10. Paul and Frank are soldiers.
They are intelligent.
11. Mr. and Mrs. Clark are very friendly.
They are rich.
12. Alice and Betty are nurses.
They are very efficient nurses.
13. "Time" and "Life" are magazines.
They are interesting magazines.

PRONUNCIATION EXERCISE VII

1. easy, he, she, we
2. it, is, interesting, big, Miss, busy, pretty
3. Taylor, they
4. yes, exercise, very, Mary, Betty excellent
5. happy, attractive, class, answer, Frank
6. are, doctor, Scott, Clark, hard

UNIT NINE

TEACHER COMMENTS

IN THE BOX
ON THE TABLE
AT THE MOVIES

CHORAL REPETITION A

1. Is the piece of chalk in the box?
   Yes, it's in the box.
2. Is the fountain pen in the drawer?
   Yes, it's in the drawer.

3. Are the children in the living room?
   Yes, they're in the living room.
4. Is the teacher in the classroom?
   Yes, he's in the classroom.

5. Are you in the classroom too?
   Yes, I'm in the classroom too.

6. Is the notebook on the table?
   Yes, it's on the table.

7. Are the books on the desk?
   Yes, they're on the desk.

8. Is the pencil on the floor?
   Yes, it's on the floor.

9. Is the map on the wall?
   Yes, it's on the wall.

10. Is Mr. Allen at Second Street today?
    Yes, he's at Second Street today.

11. Is the secretary at the office?
    Yes, she's at the office.

12. Are Charles and Nancy at the movies?
    Yes, they're at the movies.

13. Are Mr. and Mrs. Jones at the football game?
    Yes, they're at the football game.

EXERCISE IA

Example: a) Is the piece of chalk in the box?
Yes, it's in the box.
(trainees ... classroom)
Are the trainees in the classroom?
Yes, they're in the classroom.

1. fountain pen ... drawer
2. children ... living room
3. teacher and the trainees ... classroom
4. George ... car (coche)

b) Are the books on the desk?
Yes, they're on the desk.
(pencil ... floor)
Is the pencil on the floor?
Yes, it's on the floor.

1. notebook ... table
2. map ... wall
3. sentences ... blackboard
4. eraser (borrador) ... chair

c) Is Mr. Allen at Second Street?
Yes, he's at Second Street.
(secretary ... office)
Is the secretary at the office?
Yes, she's at the office.

1. nurse ... hospital
2. Charles and Mary .... movies
3. Mr. and Mrs. Jones ... football game
4. trainees ... classroom

EXERCISE II A

Fill the blanks with IN, ON or AT and answer the questions.
Llene los espacios con IN, ON o AT y conteste las preguntas.

1. Is the piece of chalk __________ the box?
2. Is the fountain pen ____________ the drawer?
3. Is the notebook ________________ the desk?
4. Is Mr. Allen ___________________ Second Street today?
5. Are the children __________ the living room?
6. Are the maps _____ the wall?
7. Is the book ______ the table?
8. Is the instructor ______ the classroom?
9. Is the pencil _______ the floor?
10. Are Mr. and Mrs. Clark ____ the movies?
11. Are Charles and Nancy _____ the football game?
12. Is Miss Johnson _______ the office?
13. Are the girls _____ the room (cuarto)?
14. Are the nurses _____ the hospital?
15. Are you ____ a big class?

DIALOG V

A. Are the sentences in this lesson very easy?

B. Yes, they are.

PRONUNCIATION EXERCISE VIII

1. on, chalk, drawer, wall, office, Paul
2. notebook, open, soldier, Jones

TEACHER COMMENTS

WHO'S AT THE BLACKBOARD?
WHAT'S ON THE BLACKBOARD?

CHORAL REPETITION A

1. Who's at the blackboard?
   (Who is at the blackboard?)
   Miss Gomez is at the blackboard.

2. Who's in the classroom?
   The trainees and the instructor are in the classroom.

3. What's on the blackboard?
   (What is on the blackboard?)
   The dialog is on the blackboard.

4. What's on the table?
   The English books are on the table.

EXERCISE IA

Example: a) Who's at the blackboard?
(in the classroom)
Who's in the classroom?

1. in the living room
2. at the office
3. at Second Street
4. at the park (parque)

b) Who's at the blackboard?
Miss Gomez is at the blackboard.
(in the classroom
The instructor and the trainees)
Who's in the classroom? The instructor and the trainees are in the classroom.

1. in the living room
   Miss Johnson
2. at the office
   Mr. Scott and Mr. Clark
3. in the street
   Alberto
4. at the park
   Mr. and Mrs. Thompson and the children

EXERCISE IIA

Example: a) Miss Gomez is at the blackboard.
Who ____________?
Who's at the blackboard?

1. Mr. Scott is at Fourth Street.
   Who ______________?

2. The book is on the table.
   What _____________?

3. The trainees are in the classroom.
   Who _____________?

4. The sentence is on the blackboard.
   What _____________?

5. Nancy is in the living room.
   Who _____________?

6. The books and pencils are on the desk.
   What _____________?

7. Mrs. Allen and Betty are at the movies.
   Who____________________?

8. The map is on the wall.
   What ______________?

CHORAL REPETITION B

TEACHER COMMENTS

WHO'S THAT MAN?
WHAT'S THAT?
WHERE IS TOM?

1. Who's that man?
   He's Mr. Wilson.

2. Who's that woman?
   She's Mrs. Wilson.

3. Who are those boys?
   They're Frank and John Marshall.

4. What's that?
   It's a clock.

5. What are those?
   They're new desks.

6. Where's Tom?
   He's at the bank.

7. Where's Chicago?
   It's in the United States.

8. Where are the children today?
   They're at the park.

EXERCISE IB

Example: a) Who's that boy?
(that girl)
Who's that girl?

1. that man
2. those girls
3. those boys
4. that woman

b) ______________Dorothy?
______________at the office
Where's Dorothy?
She's at the office.

1. _________Frank?
   _________at the Bank.
2. _________Alice?
   _________in the living room.
3. _________Mr. and Mrs. Clark?
   _________at the movies.
4. _________you?
   _________in the classroom.

EXERCISE II B

Example: a) The map is on the wall.
Where_____________?
Where is the map?

1. Boston is in the United States.
Where_______________?

2. That man is Mr. Clark.
Who_______________?

3. That building (edificio) is a bank.
What_______________?

4. The nurse is at the hospital.
Where_________________?

5. That woman is Miss Johnson.
Who__________________?

6. The children are at the park.
Where_________________?

7. Those are new desks.
What________________?

8. Those girls are Ruth and Helen.
Who_________________?

PRONUNCIATION EXERCISE IX

1. book, good, football, notebook
2. blue, movies, too, who

UNIT ELEVEN

TEACHER COMMENTS

IS THE LESSON HARD?
NO, IT ISN'T HARD.

CHORAL REPETITION A:

1. Is the lesson hard?
   No, it isn't hard.

2. Is John tired?
   No, he isn't tired.

3. Is Consuela here?
   No, she isn't here.

4. Is Mr. Anderson an accountant?
   No, he isn't an accountant.

5. Is 'Life" a small magazine?
   No, it isn't a small magazine.

6. Is the map on the floor?
   No, it isn't on the floor.

7. Are you a private secretary?
   No, I'm not a private secretary.

8. Are you and Pedro taxi drivers?
   No, we aren't taxi drivers.
   Are you Spanish students?
   No, we aren't Spanish students.

9. Are Paul and Frank painters?
   No, they aren't painters.

10. Are Alice and Betty at the movies?
    No, they aren't at the movies.

11 Are these very difficult questions?
   No, they aren't very difficult questions.

Example: a) Is the book on the chair?
No, it isn't on the chair.
(on the floor)
Is it on the floor?
No, it isn't on the floor.

1. on the wall
2. in the drawer
3. a red book
4. a Spanish book

b) Is John busy?
No, he isn't busy.
(in the classroom)
Is he in the classroom?
No, he isn't in the classroom.

1. a writer (escritor)
2. a lazy (flojo) boy
3. at Fourth Street today
4. very rich

c) Is Miss Brown a nurse?
No, she isn't a nurse.
(a private secretary)
Is she a private secretary?
No, she isn't a private secretary.

1. a soldier
2. a taxi driver
3. in the living room
4. at the office

d) Are you a typist?
No, I'm not a typist.
(a doctor)
Are you a doctor?
No, I'm not a doctor.

1. a soldier
2. rich
3. a private secretary
4. a policeman (policia)

e) Are Paul and Frank painters?
No, they aren't painters.
(the students at the movies)
Are the students at the movies?
No, they aren't at the movies.

1. the magazines on the table
2. Mr. and Mrs. Allen rich
3. the children in the living room
4. these hard sentences
5. the boys and girls very lazy
6. Bob and John carpenters

EXERCISE II A

Example: a) Is the lesson hard?
(easy)
No, it isn't hard.
It's easy.

1. Is John at the movies?
(at the office)

2. Is Mr. Anderson a policeman?
(lawyer)

3. Is Miss Johnson a nurse?
(secretary)

4. Is the book red?
(blue)

5. Are you in a Spanish class?
(in an English class)

6. Are you and Betty accountants?
(typists)

7. Are you Spanish students?
(English students)

8. Is the sentence on the wall?
(on the blackboard)

9. Is the piece of chalk in the drawer?
(in the box)

10. Is Mr. Thompson a painter?
(writer)

11. Is Miss Jones at the office?
(at the bank)

12. Are George and Harry doctors?
(accountants)

13. Are these long pencils?
(short pencils)

14. Are Charles and Betty at the movies?
(at the football game)

15. Are these difficult questions?
(very easy questions)

DIALOG VI

A. What are the days of the week?
B. The days of the week are: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.

PRONUNCIATION EXERCISE X

her, nurse, person, answer, doctor

UNIT TWELVE

TEACHER COMMENTS

CHORAL REPETITION A:

IS THE LESSON HARD?
NO, IT ISN'T.

1. Is the lesson hard?
   No, it isn't hard.
2. Is John tired?
   No, he isn't.
3. Is Betty an English student?
   No, she isn't.
4. Is Mr. Jimenez here today?
   No, he isn't.
5. Is Mr. Marshall a tall man?
   No, he isn't.
6. Are you a chemist?
   No, I'm not.
7. Are you and Helen schoolteachers?
   No, we aren't.
8. Are Bob and Ed chemists?
   No, they aren't.
9. Are Susan and Ruth at the movies?
   No, they aren't
10. Are the windows open?
    No, they aren't.

EXERCISE I A

Example: a) Is Charles tall?
No, he isn't.
(busy)
Is he busy?
No, he isn't.

1. here today
2. lazy
3. a chemist
4. at the bank

b) Is Mrs. Wilson very tall?
No, she isn't.
(tired)
Is she tired?
No, she isn't.

1. rich
2. a private secretary
3. a chemist
4. at the blackboard

c) Is the lesson hard?
No, it isn't.
(sentence long)
Is the sentence long?
No, it isn't.

1. book blue
2. window open
3. desk big
4. classroom small

d) Are Bob and Ed chemists?
No, they aren't.
(dentists)
Are they dentists?
No, they aren't.

1. here today
2. tired
3. tall
4. lazy
5. typists
6. at Fourth Street

e) Are you and Betty schoolteachers?
No, we aren't.
(lazy)
Are you lazy?
No, we aren't.

1. students at the movies
2. rich
3. Spanish students
4. private secretaries

EXERCISE II A

Example: a) Is the table long?
(short)
No, it isn't. It's short.

1. Are you old?
(young)
2. Is Charles Tall?
(short) (bajo)
3. Is Mr. Scott a schoolteacher?
(an engineer)
4. Are you and Elena chemists?
(nurses)
5. Is Mr. Jimenez here today?
(at the office)
6. Are Bob and Ed at the football game?
(at the movies)
7. Is Miss Taylor a secretary?
(an English teacher)
8. Are the Wilsons Puerto Ricans?
(Americans)

CHORAL REPETITION B

IS GEORGE THIRSTY?
NO, HE ISN'T.

1. Is George thirsty?
No, he isn't.
Is he hot?
No, he isn't.

2. Is Miss Jones cold?
No, she isn't.
Is she hungry?
No, she isn't.

3. Are you sixteen years old?
No, I'm not.
Are you sleepy?
No, I'm not.

4. Are Rosa and Luis hungry?
No, they aren't.

EXERCISE I B

Example: a) Is Bob thirsty?
No, he isn't.
(Helen hungry)
Is Helen hungry?
No, she isn't.

1. Mr. Jones cold
2. you twelve years old
3. those boys and girls sleepy
4. Ed hot

EXERCISE II B

Example: a) Is George thirsty?
(hungry)
No, he isn't, but (pero) he's hungry.

1. Is the lesson hard?
(long)

2. Are you and Fernando hungry?
(cold)

3. Is Miss Jones a private secretary?
(a good typist)

4. Is Nancy friendly?
(very intelligent)

5. Are you hungry?
(sleepy)

EXERCISE III

Example: a) A piece of chalk is in the box.
What ___________?
What's in the box?

b) The sentence is on the blackboard.
Where ___________?
Where's the sentence?

1. The chair is in the corner (rincon).
What ____________?

2. Tom is at the bank.
Where ____________?
3. That woman is Mrs. Wilson.
Who ____________?

4. Jose and Eduardo are at Second Street.
Where ____________?

5. Los Angeles is in California.
Where ____________?

6. The girls are in the living room.
Where ____________?

7. That is an eraser.
What ____________?

8. The maps are on the wall.
Where ____________?

PRONUNCIATION EXERCISE XI

homework, soldier, open, old cold
book, good, notebook, football
blue, movies, too, school, Ruth
girl, nurse, person, thirsty

CHORAL REPETITION A

HIS, HER

1. Is Alberto in his class now?
   Yes, he is.
   Where are his books?
   They're on his desk.

2. Where is Carmen?
   She's in her seat.
   Her books are on her desk too.

3. Is Mr. Jimenez here today?
   No, he isn't.
   He's at his office.
   Is he often absent from his English class?
   No, but he's sometimes absent.

4. Where is Miss Gomez?
   She's late today. She's downtown.
   Is she always late for her classes?
   No, she isn't.
   She's usually on time for her classes.

EXERCISE I A

Example: a) Mr. Clark is at his office.
(office...big)
His office is big.

1. desk...long
2. fountain pen...on the desk
3. secretary...at the office too
4. pencils...in the drawer

b) Miss Gomez is in the classroom.
(seat...in the corner)
Her seat is in the corner.

1. book...on the desk
2. lesson...easy
3. notebook...open
4. sentences...right

EXERCISE II A

Example: a) Is the teacher at_____desk now?
Is the teacher at his desk now?
Yes, he's at his desk now.

1. Is Mr. Gomez in_______class now?
2. What is_______first name?
3. Is_______classroom big?
4. Is he in_______seat?
5. Is_______chair in the corner?
6. Where is_______pencil?

EXERCISE III A

Example: a) Is the teacher at_______desk now?
Is the teacher at her desk now?
Yes, she's at her desk now.

1. Is the secretary in_______office?
2. What is_______name?
3. What is on_______desk?
4. Is_______desk very big?
5. Is_______office small?
6. Who is_______boss (jefe)?

EXERCISE IV A Fill the blanks with HIS or HER.

Alberto and Carmen are in the classroom. It's a big room. The walls are attractive, the windows are big, the chairs are small, and the blackboard is long. Alberto is a good student. He's always on time for______class, and______homework is usually right. Carmen is always on time for_______class too. ______seat is in the corner. She's sometimes absent from______class, but______sentences are usually right too.

DIALOG VII

A. Are you tired?

B. No, I'm not tired, but I'm very hungry.

PRONUNCIATION EXERCISE XII

easy	it	they	yes	class	hard
he	is	Taylor	very	happy	are
tall	old	book	blue	attractive	her
wall	cold	good	too	Monday	thirsty

CHORAL REPETITION A   **MY, YOUR, OUR, THEIR, HIS, HER**

1. Are Alberto and Carmen in the same English class?
   No, they aren't. His class is at 8 o'clock, and her class is 10 o'clock.

2. Is Maria your sister?
   No, she isn't. She's my cousin.

3. Are Carlos and Manuel your brothers?
   No, they aren't. They're my cousins.

4. Are you and Juan brothers?
   Yes, we are. Carmen is our sister.
   Is Consuela your sister too?
   Yes, she's our sister too.

5. Are you and your brother always on time for your classes?
   Yes, we're always on time for our classes.

6. Are Mr. and Mrs. Allen Americans?
   Yes, they are. George Allen is their son.
   Their two daughters are in Puerto Rico.

EXERCISE I A

Example: a) Are these your books?
No, they aren't my books.
(pencils)
Are these your pencils?
No, they aren't my pencils.

1. notebooks
2. magazines
3. papers (papeles)
4. keys (llaves)

b) Is Maria your sister?
No, she isn't. She's my cousin.
(Dolores)
Is Dolores your sister?
No, she isn't. She's my cousin.

1. Carmen
2. Esperanza
3. Socorro
4. Luz

c) Is Juan your brother?
Yes, he is. Carmen is our sister.
(Dolores)
Is Juan your brother?
Yes, he is. Dolores is our sister.

1. Maria
2. Esperanza
3. Socorro
4. Luz

d) Mr. and Mrs. Garcia are Puerto Rican.
(daughter...pretty)
Their daughter is pretty.

1. house...big
2. living room...attractive
3. Children...intelligent
4. two sons...carpenters

e) Carmen and Jose are English students
English book
blue
red
Her English book is blue, and his English book is red.

1. seat
in the corner
near the door (puerta)

2. class
at eight o'clock
at ten o'clock

3. homework
always right
usually right too

4. teacher
a man
a woman

EXERCISE II A

Example: a) My brother is a doctor.
______office is near MFY.
His office is near MFY.

1. Harry Jones is a student.
______class is at six o'clock.
______teacher is Miss Thompson.
______classroom is big.

2. Mrs. Marshall is a nurse.
______brother is a doctor.
______cousin is a chemist.
______three sons are doctors too.

3. I am an English student.
______house is near______office.
______classes are at Houston Street.

4. We are Americans
______teacher is an American.
______books are new.

5. You are a good student.
______homework is always right.
______pronunciation is very good.

6. Are you and your brother social workers?
Are______offices in the same building?
Is______sister Lupe a secretary?

7. Mr. and Mrs. Lopez are rich.
______new car is very pretty.
______house is attractive.
______son is a lawyer, and______daughter is a teacher.
______children are good-looking.

8. My brother and I are lawyers.
______offices are in The Bronx.
______house is near Mobilization for Youth.
______father is a lawyer too.
______sister is a student at City College.
______cousins Pablo and Carlos are policemen.

PRONUNCIATION EXERCISE XIII

answer, box, Saturday, sixteen, office, Miss, this
is, please, he's, lazy, Charles, Wednesday, Jones, his, these

UNIT FIFTEEN

TEACHER COMMENTS

CHORAL REPETITION A

THIS, THAT

1. Is this book new?
   Yes, it's new.

2. Is this a new book?
   Yes, it is. It's my English book.

3. Is that man a lawyer?
   No, he isn't. He's a salesman.

4. Is that Miss Gonzalez?
   Yes, it is. She's my cousin.

5. Is that a good fountain pen?
   Yes, it's very good.

6. Is that car very old?
   Yes, it is, It's ten years old.

EXERCISE I A

Example: a) This exercise is easy.
(long)
This exercise is long.

1. interesting
2. short
3. hard
4. difficult

b) That man is a salesman.
(car...very old)
That car is very old.

1. woman...a nurse
2. sentence...wrong (incorrecta)
3. book...in English
4. secretary...efficient
5. boy...my brother
6. magazine...interesting

c) This is________, and that is________.
(my book... your book)
This is my book, and that is your book.

1. his seat...her seat
2. a long pencil...a short pencil
3. our classroom...your classroom
4. an easy lesson...a hard lesson

CHORAL REPETITION B

THESE, THOSE

1. Are these sentences very long?
   No, they aren't very long.

2. Are these very long sentences?
   No, they aren't. They're short sentences.

3. Are those boys your cousins?
   No, they aren't. They're my nephews.

4. Are those sentences right?
   No, they aren't. They're wrong.

5. Are those new shoes?
   Yes, they are. They're very comfortable.

EXERCISE I B

Example: a) Are these sentences easy?
Yes, they're easy.
(pencils blue)
Are these pencils blue?
Yes, they're blue.

1. dialogs long
2. trainees Puerto Rican
3. questions hard
4. books old

b) Those boys aren't my cousins.
(books...red)
Those books aren't red.

1. engineers...lazy
2. children...very tall
3. windows...open
4. sentences...hard
5. girls...sisters
6. shoes...comfortable

c) These are_______, but those are_______.
(easy exercises...hard exercises)
These are easy exercises, but those are hard exercises.

1. short sentences...long sentences
2. his papers...her papers
3. new shoes...old shoes
4. right answers...wrong answers

EXERCISE II

Example: a) Is this book new?
(old)
No, it isn't. It's old.
Is that a new fountain pen?
(old)
No, it isn't. It's an old fountain pen.

1. Is this exercise hard?
(easy)

2. Is this a long sentence?
(short)

3. Is that an old car?
(new)

4. Is that man a chemist?
(doctor)

5. Is that girl sixteen years old?
(fourteen)

6. Is that woman a nurse?
(secretary)

7. Is that boy your nephew?
(brother)

8. Are these sentences hard?
(easy)

9. Are those your books?
(his books)

10. Are these my papers?
(my papers)

REVIEW - PART ONE

EXERCISE I   I, YOU, HE, SHE, IT, WE, THEY

Example: a) The book is new.
It's new.

b) Paul and Frank are soldiers.
They're soldiers.

1. This exercise is long.
2. Mr. Clark is friendly.
3. Betty is happy.
4. Alberto and I are students.
5. You and Miss Taylor are teachers.
6. Mr. Smith and Mr. Scott are lawyers.
7. Alice and Helen are nurses.
8. These two pencils are long.
9. That's a very hard question.
10. John is an intelligent little boy.
11. Mrs. Brown is a very busy woman.
12. My brothers are trainees at MFY.
13. You and your sister are good students.
14. Mr. and Mrs. Marshall are Americans.
15. Harry and his sister Dorothy are in Chicago.
16. Those chairs are new.
17. Mr. Alvarez and his brother are always on time for their class.
18. Miss Johnson and Mrs. Wilson are cousins.
19. My office is downtown.
20. The blackboard and the map are near the desk.
21. Felipe and Juan and I are in the same English class.
22. Mr. Jones is a tall man.
23. Carmen Valdes is often absent from her English class.
24. My boss is a very rich man.
25. The children are tired.
26. These sentences are easy.
27. My brother and my cousin are doctors.
28. Miss Anderson is nineteen years old.
29. Our house is very old.
30. Miss Taylor and I are schoolteachers.

EXERCISE II   QUESTIONS AND ANSWERS WITH BE

A. Change these sentences to questions and answer the questions as in the example.

Example: a) Mr. Clark is friendly.
Is Mr. Clark friendly?
Yes, he's friendly.

b) Raul is my brother.
Is Raul your brother?
Yes, he's my brother.

1. The classroom is big.
2. Miss Johnson is pretty.
3. That girl is an efficient secretary.
4. This is a long exercise.
5. I'm an English student.
6. Alberto and I are students.
7. George and Harry are painters.
8. The books are on the desk.
9. The students and the teacher are in the classroom.

10. We're tired.
11. Alice and Betty are at the movies.
12. Mr. Jimenez is here today.
13. Miss Gomez is usually on time for her classes.
14. Juan and I are brothers.
15. Those boys are my cousins.
16. Our homework is usually easy.
17. Dr. Scott is good-looking.
18. That answer is right.
19. My two brothers are carpenters.
20. This is an interesting magazine.

B. Change these sentences to questions and answer the questions as in the example.

Example: a) Paul and Frank Wilson are chemists.
Are Paul and Frank Wilson chemists?
Yes, they are.

1. These books are blue.
2. Mary and Alice are attractive girls.
3. The fountain pen is in the drawer.
4. Those boys are Frank and John Marshall.
5. Mr. and Mrs. Jones are at the football game.
6. The teacher is at the blackboard now.
7. That's a clock.
8. Mr. Salas and I are salesmen.
9. The window is open.
10. Charles is downtown.

EXERCISE III QUESTIONS AND ANSWERS WITH BE

A. Answer these questions in the negative as in the example.

Example: a) Is Josefina here?
No, she isn't here.

1. Is the pencil red?
2. Is the answer right?
3. Is Dr. Scott busy now?
4. Is your brother an engineer?
5. Are you a teacher?
6. Are you and your sister nurses?
7. Is that your blackboard?
8. Is your pencil on the floor?
9. Is the secretary at the movies?
10. Are your books on my desk?
11. Is the clock on the floor?
12. Are Mr. and Mrs. Clark in the living room now?
13. Are you a private secretary?
14. Are the windows open?
15. Is your English class at two o'clock?

B. Answer these questions as in the example.

Example: a) Is Josefina here?
No, she isn't.

1. Is Maria your sister?
2. Is this book very old?
3. Is your name Harry?
4. Is the homework always easy?
5. Are your answers always right?

6. Is Mr. Johnson an efficient businessman?
7. Are you a soldier?
8. Are you and Carmen cousins?
9. Are Paul and John lazy?
10. Are Mr. Brown and his son lawyers?
11. Are your books on the floor?
12. Is this a living room?
13. Are the students always on time for their English class?
14. Is the secretary in her office now?
15. Are these very difficult questions?

EXERCISE IV Fill the blanks with MY, YOUR, HIS, HER, OUR or THEIR.

1. I'm a Puerto Rican.
______name is______.

2. Are you an English student?
Is this______class?

3. Mr. Scott is a businessman.
Miss Marshall is______secretary.

4. Betty is a pretty girl.
______sister Ruth is pretty too.

5. We're at Houston Street.
This is______classroom.

6. Are you and Maria in the same English class?
Who's______teacher?

7. Mr. Allen and Mr. Smith are lawyers.
Margarita is______secretary.

8. I'm in a very big class.
______cousins are in______class too.

9. Is your desk near the door?
Are______papers on______desk?

10. Mr. Anderson is a lawyer.
______son is a chemist, and______two brothers are engineers.

11. Is Margarita here today?
Where are______books and______papers?

12. My sister and I are typists.
______office isn't near Mobilization.

13. Are you and Dolores secretaries?
Who's______boss?

14. Mr. Sanchez and his brother are taxi drivers.
______cars aren't very old.

15. I'm in the classroom now.
______book is open.

16. Is your class big?
Where's______classroom?

17. Mr. Gonzalez is good-looking.
Is______daughter pretty?

18. Miss Dominquez is a schoolteacher.
My brother and sister are______students.

19. My brother and I are English students.
_____teacher is an American.

20. Are you and your brother university students?
Is_____house near the university?

21. Socorro and Carmen are sometimes late.
______class is at six o'clock.

22. Mr. and Mrs. Garcia are rich.
_____house is very big.

23. I'm an English student.
_____teacher is (Miss, Mrs., Mr.)_____.

24. Is Maria your sister?
Are Jose and Manuel_____brothers?

25. Tom Allen is in the hospital.
______nurse is Betty Taylor.

26. Mrs. Wilson is in New York.
______daughters are in Chicago.

27. Carmen and I are sisters.
Raul and Juan are______brothers.

28. Are you and Eduardo brothers?
Are Consuela and Esperanza______sisters?

29. The Marshall sisters are very pretty girls.
______brothers are good-looking.

30. Mr. and Mrs. Clark are English teachers.
______students are Puerto Ricans.

31. This is my homework.
______homework is usually right.

32. Is your office downtown?
Is Miss Ramirez______secretary?

33. Raul Campos isn't a good student.
______sentences are usually wrong.

34. Nancy is a private secretary.
Mr. Jones is______boss.

35. We're English students.
______books are in English.

36. Are you and Mr. Gomez lawyers?
Are______offices in the same building?

37. The Morales brothers are very tall.
______sister Sara isn't very tall.

38. Manuel and Dolores are absent today.
Those are______seats.

39. Mr. and Mrs. Thompson aren't in the living room.
Are______children in the living room.

40. The Johnson children are tired.
They're in______rooms.

REVIEW - PART TWO

EXERCISE I GENERAL QUESTIONS

Answer these questions.

Example: a) Is the lesson easy?
Yes, it's easy.

b) Who's at the blackboard?
Miss Garcia is at the blackboard.

c) Are you a chemist?
No, I'm not a chemist.

1. What's your name?
2. Is your book open?
3. Is our classroom big?
4. Is this lesson easy?
5. Is Mrs. Brown attractive?
6. Are those answers right?
7. Is Miss Johnson an efficient secretary?
8. Is Mr. Scott very busy?
9. Is your English teacher an American?
10. Is your brother a good doctor?
11. Are Mr. Jones and Miss Taylor English teachers?
12. Is that magazine in English?
13. Are Alice and Betty good nurses?
14. Are you and Alberto cousins?
15. Are our English books blue?
16. Is Mr. Thompson a tall man?
17. Where is the map?
18. Is your notebook on your desk?
19. What's on the blackboard?
20. Who is your teacher?
21. Are these very long questions?
22. Where are Helen and John today?
23. Is your cousin a painter?
24. Are the doors open?
25. Is Miss Ramirez here today?
26. What's on your desk?
27. Where are the children today?
28. Who's that girl?
29. Are the children hungry?
30. Are you sleepy?
31. Is Consuela an American?
32. Are Mr. Clark and his son lawyers?
33. Is that man a salesman?
34. Are those shoes comfortable?
35. Is Frank a good engineer?
36. Is Mr. Scott a taxi driver?
37. Is this an English book?
38. Are you happy?
39. Is Mr. Allen at Mobilization today?
40. Are the students and teacher in the classroom?
41. What's on the wall in your classroom?
42. Where are your brothers and sisters?
43. Is our classroom very small?
44. Are Maria and Alberto downtown?
45. Is Betty Clark a good nurse?
46. Where is your pencil?
47. Is "Life" an interesting magazine?
48. Is that woman a secretary?

49. Who's your boss?
50. Is Mr. Thompson a teacher?
51. Where's your fountain pen?
52. Is the dialog on the blackboard?
53. Are you a private secretary?
54. What's in this box?
55. Is that your English book?
56. Who's always on time for this class?
57. Is this a Spanish class?
58. Is this a long exercise?
59. Is Paul good-looking?
60. Is that car a Ford?
61. Are these questions in English?
62. Are Charles and Nancy at the movies?
63. Where is Chicago?
64. Are you busy now?
65. Are these very difficult questions?
66. Where's the blackboard?
67. Is Carmen sometimes absent from her class?
68. Are the students in their class now?
69. Is your car new?
70. Who are those girls?
71. Is Mrs. Taylor a very busy person?
72. Where's Mr. Santos today?
73. Are you a good student?
74. What are the days of the week?
75. Are Betty and her sister attractive girls?
76. Are you cold now?
77. Are you and your sister in the same English class?
78. What's on my desk?
79. Is your cousin in this class?
80. Is New York near Chicago?
81. Where is your English class?
82. Where is New York?
83. Where's your office?
84. Is Mr. Marshall a friendly man?
85. Is your homework usually right?
86. Is Dr. Allen at his office today?
87. Is your house near Houston Street?
88. Are you tired?
89. Is your brother sixteen years old?
90. Is your doctor usually busy?
91. Are Mr. and Mrs. Clark rich?
92. Are the notebooks on the desk?
93. Where's your teacher?
94. Is John Taylor a Spanish student?
95. Are the Wilsons Puerto Ricans?
96. Is Los Angeles in California.
97. Where is the bank?
98. Is your office small?
99. Is that my fountain pen?
100. Are Mr. and Mrs. Thompson in the United States Now?
101. How are you?
102. Is the teacher busy?

EXERCISE II WHO, WHAT, WHERE

A. Change these sentences to questions as in the examples.

Example: a) Miss Diaz and Miss Ramirez are at the blackboard now.
Who_______?
Who's at the blackboard now?

b) Tom is downtown.
Where______?
Where's Tom?

1. The teacher is at the blackboard.
Who______?

2. George is downtown.
Where______?

3. My name is Jose.
What______?

4. The English students are in the classroom.
Who______?

5. Chicago is in the United States.
Where______?

6. Dr. Johnson is in the living room.
Who______?

7. The children are at the movies.
Where______?

8. Today is______.
What______?

9. My secretary is at the office now.
Who______?

10. I"m in my English class.
Where______?

11. My brother and Maria are at Mobilization.
Who______?

12. The map is on the wall.
Where______?

13. Two sentences are on the blackboard.
What______?

14. Roberto and Carmen are in my English class.
Who______?

15. The nurse is at the hospital.
Where______?

16. My brother and my cousin are at the movies.
Who______?

17. This sentence is in your book.
Where______?

18. My books and papers are on my desk.
What______?

19. That man is Mr. Clark.
Who______?

20. The maps are near the blackboard.
Where______?

21. The clock is on the wall near the door.
What______?

22. That woman is my cousin.
Who______?

23. Juan and Raul are at the bank.
Where______?

24. That's an eraser.
What______?

B. Change these sentences to questions as in the examples.

Examples: a) The dialog is on the blackboard.
What's on the blackboard?

b) Those boys are John and Henry.
Who are those boys?

1. Those students are Esperanza and Dolores.
__________?
2. My books are in the drawer.
__________?
3. Those are chairs.
__________?
4. That boy is Carlos Rodriguez.
__________?
5. My brothers and sisters are in Boston.
__________?
6. That girl is my cousin.
__________?
7. My pencil is on the floor.
__________?
8. That building is a bank.
__________?
9. Those girls are my sisters.
__________?
10. Your fountain pen is on my desk.
__________?
11. Mr. Wilson is my boss.
__________?
12. The blackboard is near the door.
__________?
13. The chalk is in this box?
__________?
14. Miss Elliott is my English teacher.
__________?
15. My English class is at Houston Street.
__________?
16. Dr. Gomez is my doctor.
__________?
17. My office is downtown.
__________?
18. The new desks are in the corner.
__________?
19. Our teacher is Miss Elliott.
__________?
20. The teacher is at his desk.
__________?
21. My first name is Gloria.
__________?

22. Jose is always on time for this class.
__________?

23. The bank is near my house.
__________?

24. My book is on your desk.
__________?

EXERCISE III QUESTIONS AND ANSWERS WITH BE

A. Change these sentences to questions and answer the questions as in the examples.

Example: a) The book is new.
(interesting)
Is it interesting?
Yes, it's interesting.

b) I'm thirsty.
(hot)
Are you hot?
Yes, I'm hot.

c) Frank and I are happy.
(comfortable)
Are you comfortable?
Yes, we're comfortable.

1. The exercise is long.
(easy)

2. Dr. Scott is friendly.
(happy)

3. The secretary is busy.
(attractive)

4. I'm hungry.
(tired)

5. These sentences are in English.
(hard)

6. My cousin and I are cold.
(sleepy)

7. Mrs. Brown and her daughter are intelligent.
(pretty)

8. George and his sister are tall.
(healthy) (samos)

9. Bob and Charles Marshall are rich.
(good-looking)

10. My fountain pen is red.
(new)

B. Change these sentences to questions and answer the questions as in the example.

Example: a) Mr. Clark is a lawyer.
(good)
Is he a good lawyer?
Yes, he's a good lawyer.

Mr. Scott is an engineer.
(efficient)

2. Alberto and I are students.
(English)

3. Mr. Taylor and Mr. Thompson are engineers.
(busy)

4. "Newsweek" is a magazine.
(interesting)

5. Mary is a little girl.
(pretty)

6. Betty, Alicia and Helen are nurses.
(efficient)

7. I'm a secretary.
(private)

8. These are magazines.
(American)

9. Mrs. Gonzalez and her brother are teachers.
(Spanish)

10. Nancy and Charles are little children.
(happy.

C. Answer these questions as in the example.

Example: a) Is your brother a lawyer?
(engineer)
No, he isn't. He's an engineer.

1. Are you an American?
(Puerto Rican)

2. Is Mr. Anderson a policeman?
(taxi driver)

3. Are you and Betty secretaries?
(typists)

4. Is your car a Ford?
(Chevrolet)

5. Is Miss Allen a nurse?
(schoolteacher)

6. Are Harry and his brother doctors?
(accountants)

7. Are these hard sentences?
(easy sentences)

8. Are Ruth and Susan at City College now?
(downtown)

9. Are Carmen and Juan here today?
(absent)

10. Are the children in the living room?
(at the park)

CHORAL REPETITION A

DO YOU USUALLY WORK ON FRIDAY?
YES, I USUALLY WORK ON FRIDAY.

1. Do you usually work on Friday?
   Yes, I usually work on Friday.
   Do you always go to work early in the morning?
   Yes, I always go to work at 8 o'clock.
   Is Mr. Rodriguez your boss?
   Yes, he's my boss.

2. Do you have a brother?
   Yes, I have a brother. His name is Rodolfo.

   Is he a doctor?
   Yes, he's a very good doctor.

3. Do Pedro and Carmen study English?
   Yes, they study English at Mobilization.

   Do they come to their class on Monday, Wednesday and Friday?
   Yes, they come to their class on Monday, Wednesday and Friday.

   Are they good students?
   Yes, they're good students.

4. Do your parents live in San Juan?
   Yes, they live in San Juan.

   Do they know Mr. and Mrs. Clark?
   Yes, they know Mr. and Mrs. Clark.

5. Do you and your sister like movies?
   Yes, we like movies very much.

   Do you often go to the movies on Sunday?
   Yes, we go to the movies every Sunday.

   Is your sister an English student too?
   Yes, she's an English student too.

EXERCISE I A

EXAMPLE: a) Do you usually work on Friday?
(Sunday)
Do you usually work on Sunday?

1. Monday
2. Tuesday
3. Wednesday
4. Thursday
5. Saturday
6. in the morning

b) I always go to work at 8'clock in the morning.
(7 o'clock in the morning)
I always go to work at 7 o'clock in the morning.

1. 9 o'clock in the morning.
2. 6 o'clock in the morning
3. 10 o'clock in the morning
4. 3 o'clock in the afternoon
5. 4 o'clock in the afternoon
6. 5 o'clock in the afternoon

c) Do you have a brother?
(a sister)
Do you have a sister?

1. a brother and a sister
2. two brothers
3. two sisters and two brothers
4. a car
5. a new fountain pen

d) Do Pedro and Carmen know Juan?
(Esperanza)
Do they know Esperanza?

1. Mr. Rodriguez
2. Miss Taylor
3. Mrs. Wilson
4. Helen and her brother
5. Frank and his sister
6. Mr. and Mrs. Anderson
7. Nancy Thompson
8. your parents
9. the Marshalls
10. Dr. Hernandez

e) My parents live in San Juan.
(Mr. and Mrs. Ortiz... New York City)
Mr. and Mrs. Ortiz live in New York City.

1. Raul and his brother ... Rio Piedras
2. I ... San Juan
3. The Joneses ... Philadelphia
4. George and Harry Brown ... Chicago

EXERCISE II A

EXAMPLE: a) I usually work on Saturday.
(Friday)

Do you usually work on Friday?
Yes, I usually work on Friday.

b) Pedro and Carmen have two brothers.
(a sister)
Do they have a sister?
Yes, they have a sister.

1. Dorothy and Ruth study Spanish.
(French)

2. I always come to Mobilization on Monday.
(Wednesday)

3. The Smiths have a new car.
(Ford)

4. My parents and I like movies.
(music too)

5. Mr. and Mrs. Gomez sometimes go to the movies on Sunday.
(Coney Island)

6. My cousins live in La Paguera.
(a big house)

7. Miss Jimenez and Miss Gonzalez work downtown.
(in a bank)

8. Socorro and Consuelo Perez study their English lesson every morning.
(every afternoon too)

9. I have my English class at Houston Street.
(in the afternoon)

10. Maria and her parents often go to Puerto Rico.
(San Juan)

DIALOG VIII

A. Do you have a car?
B. Yes, I have a car. It's a blue Chevrolet.

PRONUNCIATION EXERCISE XIV

1. daughter, day, dentist, dialog, drawer, do
2. children, friendly, Friday, study, today, window
3. blackboard, cold, good, hard, red, tired

TEACHER COMMENTS

CHORAL REPETITION A

DOES MR. THOMPSON WORK IN A BANK
YES, HE WORKS IN A BANK.

1. Does Mr. Thompson work in a bank?
Yes, he works in a bank. He's a cashier.

Does he uaually go to work at 9 o'clock?
Yes, he goes to work at 9 o'clock every day.

Who is is boss?
Mr. Wilson is his boss.

2. Does your father speak English?
Yes, he speaks English very well.

Does your mother speak English too?
Yes, she speaks English too.

3. Does Miss Jimenez come to Mobilization every other day?
Yes, she comes to class every other day. She has her class on Monday, Wednesday and Friday.

4. Does Mr. Lopez like music?
Yes, he likes music very much.
He often gees to concerts with his wife.

5. Does Mrs. Diaz have a large family?
Yes, she has a large family.
She has seven children.

Is her husband a salesman?
Yes, he's a salesman. He has a very good job.

6. Does your classroom have a map?
Yes, our classroom has a map.
It's on the wall near the blackboard.

7. Does your brother study medicine?
Yes, he studies medicine. He studies at N. Y. University.
Does his friend Ramon study at the University too?
Yes, he studies at the University too.
He studies law.

EXERCISE I A

EXAMPLE: a) Does Mr. Thompson go to work early every morning?
(Mr. Sanchez)
Does Mr. Sanchez go to work early every morning?

1. Your father
2. Eduardo
3. Miss Jimenez
4. Dr. Marshall
5. your brother
6. your sister
7. Helen
8. your boss

UNIT NINETEEN (Continued)

b) My teacher speaks English.
(Mrs. Gomez)
Mrs. Gomez speaks English.

1. Mr. Gonzalez
2. Consuelo
3. Miss Vego
4. My father
5. Ernesto
6. My boss.

c) My secretary usually works on Saturday.
(Mr. Clark sometimes)
Mr. Clark sometimes works on Saturday.

1. My father always
3. Dr. Flores always
4. Juan sometimes
2. Miss Johnson often
5. Maria Alvarez usually

d) Does Miss Aguilar come to class every day?
(Mr. Estrada ... every Tuesday)
Does Mr. Estrada come to class every Tuesday?

1. Hector ... every morning
2. Anita ... every afternoon
3. your cousin ... every other day
4. Jose Leon ... every Thursday.

EXERCISE II A

EXAMPLE: a) Mr. Thompson works in a bank.
Does Mr. Thompson work in a bank?
Yes, he works in a bank.

1. Miss Allen goes to work every day.
2. My father speaks English.
3. My mother speaks Spanish.
4. Mr. Lopez likes music.
5. My brother often goes to concerts.
6. Miss Jimenez comes to Mobilization every other day.
7. My cousin Esperanza usually has her English class in the morning.
8. Mrs. Diaz has a large family.
9. Our class room has a map.
10. Ramon studies at the university.
11. My friend Rafael has a new job.
12. Eduardo lives in San Juan.
13. My father knows Mr. and Mrs. Rodriguez.
14. Helen has two brothers.
15. Mrs. Scott always goes downtown (va al centro) on Saturday.

PRONUNCIATION EXERCISE XV

1. tall, taxi, too, twelve, today, Taylor
2. doctor, afternoon, Mobilization, interesting
3. absent, short, Scott, right, it, but

UNIT TWENTY

TEACHER COMMENTS

DO PEDRO AND CARMEN STUDY ENGLISH?
YES, THEY DO.
DOES MR. THOMPSON WORK IN A BANK?
YES, HE DOES.

CHORAL REPETITION A

1. Do you usually work on Friday?
   Yes, I do.

2. Does Mr. Thompson work in a bank?
   Yes, he does. He's a cashier.
   Does he usually work on Friday?
   Yes, he does.

3. Does Miss Jimenez come to Mobilization every other day?
   Yes, she does. She's a good trainee.
   Does she have her class on Monday, Wednesday and Friday?
   Yes, she does.

4. Does your classroom have a map?
   Yes, it does.
   Does it have a clock too?
   Yes, it does.

5. Do you and your family like movies?
   Yes, we do.
   Do you often go to the movies on Sunday?
   Yes, we do.

6. Do the Ortiz brothers study at Mobilization?
   Yes, they do.
   Do they study English?
   Yes, they do.

7. Do Maria and Carmen know English?
   Yes, they do.
   Do they speak English well?
   Yes, they do. Their boss is an American.

8. Do the red buses go downtown?
   Yes, they do. They're very comfortable.
   Do they go near your house?
   Yes, they do.

EXERCISE IA

EXAMPLE: a) Do you live in San Juan?
Yes, I do.
(your parents)
Do your parents live in San Juan?
Yes, they do.

1. The Wilsons
2. Mr. and Mrs. Hernandez
3. Mrs. Smith and her husband.
4. Mr. Gomez and his wife.

b) Does your teacher speak French?
Yes, she does.
(your father)
Does your father speak French?
Yes, he does.

UNIT TWENTY (Continued)

1. Dr. Taylor
2. Miss Aguilar
3. Bob Jones
4. Mrs. Flores

c) Do you have your class at 8 o'clock?
Yes, I have my class at 8 o'clock.
(Raul)
Does Raul have his class at 8 o'clock?
Yes, he has his class at 8 o'clock.

1. Carmen
2. Mr. Sanchez
3. you and your cousin
4. the Lopez brothers
5. Graciela and her sister
6. Carlos Morales

d) Does Mr. Marshall know your father?
Yes, he knows my father.
(your parents ... your teacher)
Does your parents know your teacher?
Yes, they know my teacher.

1. you ... Dorothy Taylor
2. Alice ... Maria Sanchez
3. your boss ... your parents
4. Mr. and Mrs. Scott ... the Allens
5. John Wilson .... Betty Thompson
6. you and your sister .. my boss

EXERCISE II A

EXAMPLE: a) John Smith speaks Spanish
(his sister)
Does his sister speak Spanish?
Yes, she does.

1. I work every Saturday.
(your boss)

2. Miss Jimenez comes to Mobilization every other day.
(her brother)

3. Mr. Gomez has his class at 8 o'clock.
(Miss Aguilar)

4. My book has a blue cover (Una portada azul)

5. The Marshalls like movies.
(the Andersons)

6. Jorge Ortiz goes to the movies every Sunday.
(his parents)

7. Mrs. Romero studies English at Mobilization.
(her dauther and her son)

8. The trainees always know the dialog.
(the teacher)

9. I sometimes speak English at the office.
(you and your boss)

10. The Scotts live in Rio Piedras.
(The Wilsons)

11. The red bus goes downtown.
(the blue bus)

UNIT TWENTY (Continued)

12. Mr. Taylor knows Dr. Olivera.
    (his wife)

13. Mrs. Jones likes music.
    (her children)

14. Miss Smith works in Chicago.
    (Miss Allen)

15. Pedro Always studies in the afternoon.
    (Luz and her brother)

DIALOG IX

A. Does your brother usually study at night?

B. Yes, he does. He works all day.

PRONUNCIATION EXERCISE XVI

1. daughter, children, blackboard, day, friendly, cold

2. tall, absent, taxi, doctor, short

3. dentist, too, Friday, afternoon, good, Scott

UNIT TWENTY-ONE

CHORAL REPETITION A

1. Do you usually work on Saturday?
   No, I don't usually work on Saturday.
   Do you always go to work at 8 o'clock?
   No, I don't always go to work at 8 o'clock. I sometimes go at 9 o'clock.
   Is your office near your house?
   No, it isn't. It's downtown.

2. Do you have three brothers?
   No, I don't have three brothers.
   I have one brother and two sisters.
   Is your brother a student?
   No, he isn't. He's an engineer.

3. Do Pedro and Carmen study English?
   No, they don't study English. They study French.
   Do they study at Seward Park High School?
   Yes, they study at Seward Park High School. They speak French very well now.

4. Do your parents live in San Juan?
   No, they don't live in San Juan.
   They live in Rio Piedras.
   Do they know your English teacher?
   No, they don't know my English teacher.

5. Do you and your sister like movies?
   No, we don't like movies but we like concerts.
   Do you often go to the movies with your parents?
   No, we don't often go to the movies with our parents.
   Is your sister a music student?
   Yes, she is. She likes music very much.

EXERCISE IA

EXAMPLE: a) I don't often work on Saturday.
(my brothers)
My brothers don't often work on Saturday.

1. Jose and Eduardo
2. My boss and I
3. Bill and his sister
4. The Gomez brothers

b) Lola and her brother don't work on Sunday.
(go to class every day)
They don't go to class every day.

1. speak English very well
2. like movies
3. often go downtown
4. know the Joneses

TEACHER COMMENTS

DO YOU USUALLY WORK ON SATURDAY?
NO, I DON'T USUALLY WORK ON SATURDAY.

c) Pedro and Carmen don't study English.
(Bob and Betty ... live in San Juan.
Bob and Betty don't live in San Juan.

1. My parents ... speak English.
2. Juan and Jorge Vargas ... work in the same office.
3. Mr. and Mrs. Marshall ... have a car.
4. My sister and I ... come to our English class on Tuesday.

d) I don't study on Sunday.
(come to class on Thursday)
I don't come to class on Thursday.

1. work on Friday
2. go downtown on Sunday
3. have my English class early in the morning
4. work in the afternoon

EXERCISE II A

EXAMPLE: a) I usually work on Friday.
(Saturday)
Do you usually work on Saturday?
No, I don't usually work on Saturday.

1. Carlos and Isabel have two brothers.
(a sister)
2. Dorothy and Ruth study Spanish.
(French)
3. I come to Mobilization every Monday.
(Tuesday)
4. The Smiths have a new car.
(Ford)
5. My parents and I like movies.
(television)
6. Mr. and Mrs. Gomez often go to the movies on Sunday.
(Monday)
7. My cousins live in Ponce.
(a big house)
8. Miss Jimenez and Miss Gonzalez work downtown.
(in a bank)
9. Socorro and Consuelo Perez study their English lesson every day.
(at the office)
10. My boss and his wife speak French very well.
(English)

PRONUNCIATION EXERCISE XVII

1. bank, boy, boss, busy, Brown, blackboard
2. absent, blackboard, football, notebook, table
3. Bob, job

UNIT TWENTY-TWO

TEACHER" COMMENTS

DOES MR. THOMPSON WORK IN A BANK?
NO, HE DOESN"T WORK IN A BANK.

CHORAL REPETITION A

1. Does Mr. Thompson work in a bank?
   No, he doesn't work in a bank.
   He's a lawyer.
   Does he go to work early in the morning?
   No, he doesn't go to work very early. He usually goes about 10 o'clock.

2. Does your father speak English?
   No, he doesn't speak English.
   Does your mother speak English?
   No, she doesn't speak English very well.

3. Does the teacher often write the dialog on the blackboard?
   No, she doesn't often write the dialog. She usually reads the dialog aloud.

4. Does Jorge practice his English at home?
   No, he doesn't practice at home.
   He practices his English at the office every day. His boss is an American.

5. Does Mrs. Diaz fix breakfast at 9 o}clock every morning?
   No, she doesn't fix breakfast at 9 o'clock. She always fixes brakfast very early. Her husband goes to work at 9 o'clock.

6. Does Mr. Gomez always bring a fountain pen to class?
   No, he doesn't always bring a fountain pen. He sometimes brings a pencil.

7. Does the red bus go downtown?
   No, it doesn't go downtown but it goes near my house.

8. Does your sister study sewing at Mobilization?
   No, she doesn't study sewing.
   She studies typing. She's a very good student.

EXERCISE I A

EXAMPLE: a) My boss doesn't usually work on Saturday.
(Jose)
Jose doesn't usually work on Saturday.

1. My father
2. Bill
3. Eduardo Gomez
4. Miss Clark

b) Lola doesn't work on Sunday
(go to class every day)
She doesn't go to class every day.

1. Speak English very well
2. like movies
3. often go downtown
4. know the Wilsons

c) Pedro doesn't study English.
(Carmen ... live in San Juan)
Carmen doesn't live in San Juan.

1. Bob ... speak Spanish
2. Juan Vargas ... work in an office.
3. Miss Marshall ... have a car
4. My sister ... come to her English class on Tuesday.

d) Mario Valdes doesn't study on Sunday.
(come to class on Thursday)
He doesn't come to class on Thursday.

1. work on Friday
2. go downtown on Sunday
3. have his English class early in the morning
4. work in the afternoon

EXERCISE II A

EXAMPLE: a) My brother often works on Friday.
(Saturday)
Does he often work on Saturday?
No, he doesn't often work on Saturday.

1. Isabel has two brothers.

(a sister)

2. Charles studies Spanish.

(French)

3. Our teacher often writes the example on the blackboard.

(the dialog)

4. Ricardo comes to Mobilization every Monday.

(Tuesday)

5. Mrs. Brown has four children.

(a new baby) (otro niño)

6. Jorge practices his English every morning.

(in the afternoon)

7. Nancy likes music.

(movies)

8. Mr. Johnson often goes to the movies on Sunday.

(Monday)

9. Mrs. Wilson fixes breakfast on Sunday

(every day)

10. My cousin lives in Ponce.

    (a big house)

11. Miss Jimenez works downtown.

    (in a bank)

12. Mys sister often reads magazines.

    (American magazines)

13. Socorro studies her English lesson every day.

    (at the office)

14. My boss speaks French very well.

    (English)

15. Mr. Gomez always brings a pencil to class.

    (a fountain pen)

DIALOG X

A. Does Pablo always do his homework at home?

B. No, he doesn't always do his homework at home. He sometimes does it at the office.

PRONUNCIATION EXERCISE XVIII

1. very
2. good evening, living room, movies, private, mobilization
3. have, twelve, live

UNIT TWENTY-THREE

TEACHER COMMENTS

DO YOU USUALLY WORK ON SATURDAY?
NO, I DON"T.
DOES MR. THOMPSON WORK IN A BANK?
NO, HE DOESN'T.

CHORAL REPETITION A

1. Do you usually work on Saturday?
No, I don't. I only work five days a week.

2. Does Mr. Thompson work in a bank?
No, he doesn't. He's a lawyer.
Does he usually work on Saturday?
No, he doesn't. He goes out of town with his family every Saturday.

3. Does Miss Jimenez come to Mobilization on Tuesday and Thursday?
No, she doesn't. She comes on Monday, Wednesday and Friday.
Does she have her class in the morning?
No, she doesn't. She has her class at night.

4. Does the green bus go near your house?
No, it doesn't., but it goes near my office. It's always very crowded.

5. Do you and your sister like baseball?
No, we don't, but we like football.
Do you often go to football games on Saturday?
No, we don't.

6. Do the Lopez brothers have their English class at night?
No, they don't. Their class is in the morning.
Do they always come on the bus?
No, they don't. They sometimes come in their car.

EXERCISE I A

EXAMPLE: a) Do you live in Ponce?
No, I don't.
(your parents)
Do your parents live in Ponce?
No, they don't.

1. the Wilsons
2. Mr. and Mrs. Hernandez
3. Mrs. Smith and her husband
4. Mr. Gomez and his wife

b) Does your teacher speak French?
No, she doesn't.
(your father)
Does your father speak French?
No, he doesn't.

1. Dr. Taylor
2. Miss Aguilar
3. Bob Jones
4. Mrs. Flores

c) Do you have your class at 8 o'clock?
No, I don't have my class at 8 o'clock.
(Raul)
Does Raul have his class at 8 o'clock?
No, he doesn't have his class at 8 o'clock.

1. Carmen
2. Mr. Sanchez
3. you and your cousin
4. the Lopez brothers
5. Graciela and her sister
6. Carlos Morales

d) Does Mr. Marshall know your father?
No, he doesn't know my father.
(your parents ... your teacher)
Do your parents know your teacher?
No, they don't know my teacher.

1. you... Dorothy Taylor
2. Alice ... Maria Sanchez
3. Your boss ... your parents
4. Mr. and Mrs. Scott ...the Allens
5. John Wilson.. Betty Thompson
6. You and your sister... my boss

EXERCISE II A

EXAMPLE: a) John Allen Speaks Spanish.
(his sister)
Does his sister speaks Spanish?
No, she doesn't.

1. I work every Friday.
(your boss)
2. Miss Jimenez comes to Mobilization every other day.
(her brother)
3. Mr. Gomez has his class at 8 o'clock.
(Miss Aguilar)
4. My book has a blue cover.
(your book)
5. The Marshalls like movies.
(the Andersons)
6. Jorge Ortiz goes to the movies every Sunday.
(his parents)
7. Mrs. Romero studies English at Mobilization.
(her daughter and her son)
8. The teacher always knows the dialog.
(the students)
9. I sometimes speak English at the office.
(you and your boss)
10. The Scotts live in San Juan.
(the Wilsons)
11. The red bus goes downtown.
(the green bus)
12. Mr. Taylor knows Dr. Olivera.
(his wife)
13. Mrs. Jones likes music.
(her children)
14. Miss Smith works in Chicago.
(Miss Allen)
15. Pedro always studies in the afternoon.
(Luz and her brother)

EXERCISE III

EXAMPLE: a) Do you know Raul Zuniga?
(but ... his brother)
No, I don't, but I know his brother.

b) Does Mr. Lara speak French?
(but ... English)
No, he doesn't, but he speaks English.

c) Are you hungry?
(but ... cold)
No, I'm not, but I'm cold.

1. Do you sometimes study with your brother?
(but ... my sister)
2. Does your mother often go downtown on Friday?
(but ... on Saturday)
3. Is our homework usually easy?
(but ... short)
4. Does the teacher often write the dialog on the blackboard?
(but ... examples)
5. Do you practice the pronunciation exercises at home?
(but ... the dialogs)
6. Are you sleepy?
(but ... tired)
7. Does Jaime always work in the afternoon?
(but ... in the morning)
8. Do Mr. and Mrs. Anderson have a son?
(but ... a daughter)
9. Does your father usually read in the afternoon?
(but ... at night)
10. Are Rosa and Margarita sisters?
(but ... cousins)
11. Do you and your family go to a concert every week?
(but ... a movie)
12. Do the Scotts like television?
(but ... movies)
13. Does Mr. Diaz fix (reparar) cars?
(but ... radios)
14. Is your office near Mobilization?
(but ... my house)
15. Does your classroom have a big desk?
(but ... a small table)

PRONUNCIATION EXERCISE XIX

1. bank, absent, Bob
2. very, good evening, have
3. boy, living room, blackboard, movies, job, live.

CHORAL REPETITION A

GO, GET UP, GET OFF WORK

1. Do you usually go to bed early?
   Yes, I usually go to bed at
   10 o'clock. I get up early
   every morning.

2. Do you go to work at 8 o'clock?
   No, I don't. I usually go to work
   at 7 o'clock. I get off work at
   4 o'clock every day.

3. Does Mrs. Marshall go downtown
   every Saturday?
   Yes, she does.
   Does she always go on the bus?
   Yes, she always goes downtown
   on the bus. She usually goes
   home on the bus too.

4. Do you and your family always go
   to the movies on Saturday?
   No, we don't. We sometimes go
   to a baseball game.

5. Does your little sister go to
   school on the school bus?
   Yes, she goes to school on the
   school bus every day.

6. Do the Laras go out of town very often?
   Yes, they do. They go to La Paguera
   almost every week end. They have a
   house there.

EXERCISE I A

EXAMPLE: a) I go downtown every Satsurday.
(home on the bus every night)
I go home on the bus every night.

1. out of town every week end
2. downtown every Friday
3. home in my car every night
4. out of town every Sunday

b) Harry goes to bed at 11 o'clock every night.
(school at 9 o'clock every morning)
He goes to school at 9 o'clock every morning.

1. work at 3 o'clock every afternoon
2. New York with his father every week end
3. church every Sunday (a la iglesia todos los domingos)
4. his music class every night.

c) Do you go to the movies every Sunday?
(usually ... a football game on Saturday)
Do you usually go to a football game on Saturday?

1. often ... concerts on week ends
2. sometimes ... a baseball game on Sunday
3. the park very often
4. the office early every day

d) I go to bed at 9 o'clock and I get up at 5 o'clock.
(my father ... 10 o'clock ... 6 o'clock)
My father goes to bed at 10 o'clock and he gets up at
6 o'clock.

UNIT TWENTY-FOUR (Continued)

1. My little sister ... 7 o'clock ... 7 o'clock
2. My brother Juan ... 8 o'clock ... 7 o'clock
3. My sister Graciela ... 11 o'clock ... 8 o'clock
4. My mother ... 12 o'clock ... 6 o'clock

e) Mr. Ortiz gets off work at 2 o'clock every day.
(I ... 3 o'clock)
I get off work at 3 o'clock every day.

1. Consuelo ... 4 o'clock
2. Pedro Munoz ... 5 o'clock
3. My boss ... 6 o'clock
4. Miss Taylor and her friend Lupe ... 7 o'clock

EXERCISE II A

Fill the blanks with TO, TO THE, UP, OUT OF or OFF when necessary.

1. My father always goes ________ bed at 10 o'clock.
2. I often go ________ movies on Saturday.
3. Do you get _______ early every day?
4. Mr. Thompson usually gets ______ work at 2 o'clock in the afternoon.
5. Does your mother go ______ downtown every Saturday?
6. The Lopezes go ________ town almost every week end.
7. Miss Scott goes _______ work at 8 o'clock every morning and she goes _______ home at 5 o'clock every afternoon.
8. The Perez children go _______ park almost every day.
9. Do you and your family go _______ concerts very often?
10. My two brothers sometimes go _______ a baseball game on Saturday.
11. Does your little sister go _______ school on the school bus?
12. Nancy goes ______ her music class only three days a week.
13. I go ________ church with my mother every Sunday.
14. Mr. and Mrs. Sandoval often go _______ Rio Piedras.

DIALOG XI

A. What does every other day mean?
B. It means cada tercer dia.

PRONUNCIATION EXERCISE XX

1. She, English, Marshall, Spanish, short, cashier, pronunciation
2. usually, television

1. The piece of chalk is in the box.
2. The fountain pen is in the drawer.
3. The Marshall children are in the living room.
4. We're in the classroom.
5. I always study in my room.
6. Dr. Martinez always comes to class in his car.
7. We don't often speak Spanish in class.
8. We're in a big class.
9. My friend George Clark lives in San Juan.
10. My aunt and uncle live in Puerto Rico.
11. Miss Aguilar isn't in her seat now. Her chair is in the corner.
12. My father and my uncle work in the same building.
13. Mr. Allen has a small radio in his office.
14. Ruth Johnson is a cashier in a bank.
15. The Smiths live in a very pretty house.
16. These sentences are in my book.
17. Carlos never writes his homework in his notebook.
18. The notebook is on the table.
19. The books are on the desk.
20. The map is on the wall.
21. My pencil is on the floor.
22. Our teacher usually writes examples on the blackboard.
23. Those magazines are on the chair.
24. Mr. Lara usually goes to work on the bus.
25. My little brother goes to school on the school bus.

26. Our lesson is on page 114 today.

27. Eduardo studies typing at Mobilization.

28. My boss is usually at the office all day.

29. Charles and Nancy are at the movies.

30. Mr. and Mrs. Jones are at the football game.

31. Dr. Zuniga is usually at the hospital on Monday, Tuesday and Wednesday.

32. Susana has her class at Mobilization three days a week.

33. Two ______ are at the blackboard now.

34. The instructor is at her desk now.

35. Mary isn't at home now. She's at the bank.

36. Bob and Betty Anderson are at the park with their mother now.

37. My sister sometimes fixes breakfast at our house.

EXERCISE I A

EXAMPLE: a) The pencil is in this box.
(Mr. and Mrs. Wilson are _____ the living room)
Mr. and Mrs. Wilson are in the living room.

1. My papers are ______ the drawer.
2. Our instructor is ______ the classroom.
3. My brother often reads ______ his room.
4. We never go downtown ______ our car.
5. Miss Prado is sometimes sleepy ______ class.
6. I'm ______ a big class.
7. Central Park is ______ New York.
8. Albany and Chicago are ______ the United States.
9. The trainees are _____ their seats now.
10. The new chair is ______ the corner.
11. Your shop and my shop are ______ the same building.
12. Dr. Torres has a new desk _____ his office.

13. My brother and my sister work ______ a bank.

14. The Taylors live ______ a new house.

15. I never write ________ my bpoks.

16. Rafael usually writes the dialogs _____ his notebook.

b) My notebook isn't on the table.
(Your books aren't _____ my desk)
Your books aren't on my desk.

1. The new map isn't ______ the wall.

2. My English book isn't ________ the floor.

3. The instructor never writes the dialogs ______ the blackboard.

4. My keys aren't ______ the chair.

5. The Gonzalezes almost never go downtown _______ the bus.

6. Betty Smith doesn't go to school ______ the school bus.

7. This lesson isn't ______ page two.

c) Does Eduardo study carpentry at Mobilization For Youth?
(Do Mr. and Mrs. Allen study Spanish ___ city College)
Do Mr. and Mrs. Allen study Spanish at city College?

1. Are Helen and Harry ____ the Movies now?

2. Is Pedro _____ the football game?

3. Is Dr. Scott ____ the hospital every day?

4. Do you have your class ___ Mobilization every other day?

5. Is Miss Gomez ______ the blackboard now?

6. Does the instructor usually write ______ his desk?

7. Are Mary and her mother ______ home now?

8. Are Mr. Jones and his wife _____ the bank?

9. Are the Anderson children ______ the park with their mother?

10. Does your mother always fix breakfast _____ your house?

CHORAL REPETITION B — Review of IN, ON, AT: Time

1. My boss always writes letters (cartas) in the morning.

2. The Gomez children often go to the park in the afternoon.

3. Miss Allen usually has her vacation (vacaciones) in June.

4. My uncle never works on Saturday.

5. Jose is almost always on time for his English class.

6. I go to work at 8 o'clock and I get off work at 5 o'clock.

7. Margarita always does her homework at night.

EXERCISE I B

EXAMPLE: a) I always study in the afternoon.
(Margarita sometimes goes downtown _____ Saturday)
Margarita sometimes goes downtown on Saturday.

1. My father usually gets up early _____ the morning.

2. My mother almost always goes to bed late _____ night.

3. Alberto goes to his typing class ____ 10 o'clock every morning.

4. I'm usually _____ time for this class.

5. The Johnsons always go to Florida _____ November.

EXERCISE II Answer these questions as in the examples.

EXAMPLE: a) Do you go to work at 7 o'clock every day?
(8 o'clock)
No, I don't. I go to work at 8 o'clock every day.

b) Is the piece of chalk on the desk?
(in the box)
No, it isn't. It's in the box.

1. Do you have three brothers?
(two brothers)
2. Do you and your family like baseball?
(football)
3. Is your father at home every afternoon?
(night)
4. Does Mrs. Diaz have her class on Monday, Wednesday and Friday?
(Tuesday and Thursday)
5. Does your brother come to Mobilization every day?
(every other day)
6. Are the Taylor children at home now?
(at the park)
7. Does this classroom have a clock?
(map)
8. Do Maria and Carmen know French?
(English)
9. Is your office near your house?
(Mobilization)
10. Does your cousin Juan study law?
(medicine)
11. Do you usually do your homework at school?
(at home)
12. Are the green buses always crowded in the morning?
(afternoon)
13. Do you bring your English book to class two days a week?
(three days)
14. Does your sister write letters in English?
(Spanish)
15. Is Alicia your sister?
(cousin)
16. Do you and your brother often go to the movies on Sunday?
(a football game)
17. Does your sister practice her English with her boss?
(her American friends)
18. Is Dolores eighteen years old?
(nineteen)

19. Does Pedro always do his exercises at home?
    (homework)
20. Do you get off work late every Saturday?
    (early)

PRONUNCIATION EXERCISE XXI

1. chair, chalk, children, Charles, church, teacher, rich, French, question.
2. George, John, job, engineer, intelligent, soldier, large, page

The MONTHS of the year are:

January

February

March

April

May

June

July

August

September

October

November

December

UNIT TWENTY-SIX

TEACHER COMMENTS

CHORAL REPETITION A

OFTEN, USUALLY, SOMETIMES, ALWAYS, NEVER

1. Does Jorge often speak English at work?
   No he doesn't often speak English at work.
   His boss doesn't speak English.

2. Do you usually understand your English instructor?
   Yes, I do. I always listen to my instructor very carefully.

3. Do you sometimes eat downtown?
   Yes, I do. I eat lunch downtown almost every day.

4. Does your father always listen to the radio at night?
   No, he doesn't. He sometimes reads the newspaper instead.

5. Do your parents sometimes go to the movies on Sunday afternoon?
   No, they never go to the movies on Sunday. They usually go on Saturday.

EXERCISE IA

EXAMPLE: a) Mr. Lopez works at night.
(often)
He often works at night.

1. usually
2. sometimes
3. always
4. never

b) Mr. and Mrs. Marshall live in Chicago.
(often eat downtown)
They often eat downtown.

1. usually go out of town on Sunday
2. sometimes listen to the radio with their children
3. always get up early
4. never to to the movies at night

CHORAL REPETITION B

IN THE MORNING
IN THE AFTERNOON
AT NIGHT

1. My little brother is usually sleepy in the morning.
2. I always go to work at 8 o'clock in the morning.
3. Dr. Ramirez eats breakfast downtwon every morning.
4. Mrs. Clark never goes downtown in the afternoon.
5. Mr. Montes usually leaves his office at 4 o'clock in the afternoon.
6. I buy a newspaper every afternoon.

7. The Johnson children usually do their homework at night.

8. The Laras always have supper at 7 o'clock at night.
9. I go to bed early every night.
10. My father comes home at 5 o'clock every day.
11. Arturo practices his English with Harry every day.
12. We have our English class every other day.

EXERCISE I B

EXAMPLE: a) Martha goes to her English class in the morning.
(Luis ... in the afternoon)
Luis goes to his English class in the afternoon.

1. My two sisters ... at night
2. Mr. Valdes ... at 7 c'clock in the morning
3. My cousin and I ... at 3 o'clock in the afternoon
4. The Marquez brothers ... at 7 o'clock at night
5. Miss Solis ... every morning
6. Esperanza and her brother ... every afternoon
7. Mr. Zamora and his wife ... at 5 o'clock every day
8. Enrique and Ramon ... every night
9. Mrs. Mora and her husband ... every day
10. We ... every other day

DIALOG XII

A. How do you say ponga mi asistencia in English?

B. Please mark me present.

PRONUNCIATION EXERCISE XXII

1. Thursday, thirsty, thanks, Smith
2. the, this, that, these, those, brother, father, mother

NUMBERS 21 - 100

21 - twenty-one
22 - twenty-two
23 - twenty-three
24 - twenty-four
25 - twenty-five
26 - twenty-six
27 - twenty-seven
28 - twenty-eight
29 - twenty-nine

30 - thirty
31 - thirty-one
40 - forty
50 - fifty
60 - sixty
70 - seventy
80 - eighty
90 - ninety
100 - a hundred (one hundred)

UNIT TWENTY-SEVEN

TEACHER COMMENTS

CHORAL REPETITION A

ON MONDAY
ON TUESDAY MORNING
EVERY MONTH
THREE TIMES A YEAR

1. Mr. Clark always gets up early on Monday. He usually goes to work at 7 o'clock on Monday morning.
He never works on Saturday afternoon.
He doesn't usually go to bed early on Saturday night.

2. I get off work at 5 o'clock every Friday.
I'm very tired every Friday night.

3. Mr. Elliot has lunch downtown two days a week.
He has lunch at home four times a week.
He eats lunch in Nicky's every Saturday.

4. Eduardo has an exam at Mobilization every month.
His brother Jose has an exam three times a month.

5. Mr. Morales buys a new car every year.
He has a vacation twice a year.

EXERCISE I A

EXAMPLE: a) My sister always goes to her music class on Monday.
(on Tuesday morning)
My sister always goes to her music class on Tuesday morning.

1. On Wednesday afternoon
2. on Thursday night
3. on Friday
4. On Saturday morning
5. On Tuesday night
6. on Thursday afternoon

b) I go to the movies every Saturday.
(home on the bus every day)
I go home on the bus every day.

1. out of town every week
2. to San Juan every month
3. to Puerto Rico every year
4. downtown every Saturday afternoon
5. to a party every Wednesday night
6. to church every Sunday morning

c) Pedro has his English class five times a week.
(gets off work early four times a month)
He gets off work early four times a month.

1. has a vacation two times a year
2. goes to work on the bus three days a week
3. buys a new notebook three times a month
4. eats lunch downtown five days a week
5. practices his English with his friends four times a week

EXERCISE II

A. EXAMPLE: a) Harry _____ to school at 9 o'clock every morning.
(GO)
Harry goes to school at 9 o'clock every morning.

b) Raul and his sister _____ in the same English class.
(BE)

Raul and his sister are in the same English class.

1. I ____________ work at 2 o'clock every Friday.
(GET OFF)

2. My father __________ early every morning.
(GET UP)

3. Mr. Gomez _______ always at home on Sunday.
(BE)

4. The red buses _______ always crowded in the afternoon.
(BE)

5. Mr. Hernandez ________ radios.
(FIX)

6. We ______ in the classroom now.
(BE)

7. The students in my class often __________ aloud.
(READ)

8. I ______ a cashier in a bank.
(BE)

9. Eduardo Benitez ___________ law at the university.
(STUDY)

10. My sister and I always _______ our homework at night.
(DO)

B. EXAMPLE: a) _________ you ________ television?
(LIKE)
DO you like television?

b) _______ Mrs. Thompson ________ a new baby?
(HAVE)
DOES Mrs. Thompson HAVE a new baby?

c) _______ you and your brother accountants?
(BE)
ARE you and your brother accountants?

1. ______ your friend George Clark ________ in Puerto Rico?
(LIVE)

2. ______ your boss usually at the office all day?
(BE)

3. ______ Jorge and his sister ________ to class in their car every Friday?
(COME)

4. ________ these sentences very hard?
(BE)

5. ________ you often ___________ English at work?
(SPEAK)

6. ________ your pencil on the floor?
(BE)

7. ________ the instructor often _________ examples on the blackboard?
(WRITE)

8. ________ Miss Prado sometimes sleepy in class?
(BE)

9. ________ your two brothers _______ on Saturday afternoon?
(WORK)

10. ________ Maria usually ________ her homework in the afternoon?
(DO)

C. EXAMPLE: a) Carmen __________ usually ________ the dialog.
(KNOW)
Carmen DOESN'T usually KNOW the dialog.

b) Juan and Jose _________ their English books to class every day.
(BRING)

c) Alicia ______ my sister.
(BE)

UNIT TWENTY-SEVEN (Continued)

Alicia ISN'T my sister.

d) Luz and her brother _______ always on time for their lass.
(BE)
Luz and her brother aren't always on time for their class.

1. I _____________ my English with my boss.
(PRACTICE)

2. Dolores _____ eighteen years old.
(BE)

3. Fernando _______ always _____________ his English instructor.
(UNDERSTAND)

4. Miss Aguilar _____ in her seat now.
(BE)

5. The Andersons never ________ the radio on Sunday afternoon.
(LISTEN TO)

6. Mr. and Mrs. Jones _____ at home today.
(BE)

7. My mother _______ usually _______ breakfast early on Sunday morning.
(EAT)

8. Dr. Garcia ____ usually at his office in the afternoon.
(BE)

9. The Marshalls _______ always ______ a newspaper on Sunday.
(BUY)

10. Our instructor never ________ class early.
(LEAVE)

PRONUNCIATION EXERCISE XXIII

1. red, right, write, room, radio, rich
2. American, classroom, eraser, girl, Thursday, Hungarian
3. doctor, answer, engineer, floor, year, where
4. bring, breakfast, practice, three, friend, crowded, green

TEACHER COMMENTS

CHORAL REPETITION A

ISN'T THAT ANSWER RIGHT?
AREN'T YOU AN ENGINEER?
DON'T THE SCOTTS LIVE IN CHICAGO?
DOESN'T MR. LOPEZ SPEAK FRENCH?

1. Isn't that answer right?
   Yes, it is.
2. Aren't you an engineer?
   Yes, I am. My father is an engineer too.
3. Don't the Scotts live in Chicago?
   Yes, they do. They have a very pretty house there.
4. Doesn't Mr. Lopez speak French?
   Yes, he speaks French very well.
   He speaks English too.
5. Isn't Consuelo your sister?
   No, she isn't. She's my cousin.
6. Aren't Mr. and Mrs. Reyes Puerto Ricans?
   No, they aren't. They're Cubans.
7. Don't you and your brother go to the movies every Saturday?
   No, we don't, but we go almost every Saturday.
8. Doesn't Jorge study medicine?
   No, he doesn't. He's a law student.

EXERCISE I A

Example: a) Isn't Enrique your brother?
(a lawyer)
Isn't he a lawyer?

1. usually on time for his English class
2. often tired at night
3. always busy on Sunday
4. a good trainee

b) Aren't Mr. and Mrs. Taylor usually at home on Sunday?
(you a private secretary)
Aren't you a private secretary?

1. you and Dr. Perez good friends
2. the Allen brothers chemists
3. the Smiths in New York now
4. those shoes new

c) Don't you know Miss Wilson?
(your parents live in San Juan?
Don't your parents live in San Juan?

1. Luz and Maria Otero study at Mobilization.
2. the Browns have a son and two daughters
3. you leave your office early every Friday
4. Mr. and Mrs. Nieto often go out of town on week ends

d) Doesn't Mrs. Lara like music?
(your little brother always go to bed early)
Doesn't your little brother always go to bed early?

1. your mother listen to the radio every afternoon
2. your uncle understand English
3. Mr. Vazquez buy a new car every year
4. "uncle" mean tio

APPENDIX J

COMMUNICATION SKILLS WORKSHOP UNITS

The sample lessons included in this appendix represent a joint effort between trainees and their instructors. The themes emphasized emerged in small group discussions and proved to be good springboards for getting individuals and class groups into reading activities. When the instructor constructs the lesson, the vocabulary load and the sentence patterns are carefully geared to the skills level of the reader. For this reason, although all the material is personal and life orientated, different sections show a range in difficulty.

SAMPLE LESSONS FOR BEGINNING READERS

LIVING AND WORKING IN NEW YORK CITY

1. I am a man. I am a good man.

My name is ____________________. I like my name.

Do you like my name?

I can write. I can write my name.

Do you write? How do you write my name?

I am a ____________________.

I am a ____________________ man.

_________ you like my name?

I can ________________.

_________ do you write my name?

Which words are the same in each line?

name	do	name	like	can
write	write	how	is	good
good	I	book	woman	good
like	not	am	like	woman
how	do	how	am	man

-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-

2. New Words

Hello
are
fine
years
old
thank
Maria

Hello. How are you? I am fine, thank you. My name is __________________. I am a man. I am ___________ years old.

My name is Maria. I am a woman. I am ___________ years old.

How are ___________?

I am ______________, thank you.

I am 20 __________ old.

I am fine, ___________ you.

old	hello	are	fine	years	thank

-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-

3. **New Words**

he

she

see

the

Hello. Can you see the man? Yes, I see the man. Do you like the man? No, I do not like the man. He is not a good man.

Do you see the woman? Yes, I do. How do you like the woman? I like the woman. She is a good woman.

Questions

1. **Can you see the man?**

____

2. **Do you like the man?**

____

3. **Do you see the woman?**

____

4. **Is she a good woman?**

____

-0-0-0-0-0-0-0-0-0-0-0-0-0-0-

4. **New Words**

man

husband

woman

wife

children

boy

girl

name

her

family

MY FAMILY

1. **This is a woman.**
2. **This woman is my wife.**

3. This is a man.

4. This man is my husband.

5. We have 2 children.

6. This boy is my son.

7. His name is ______________.

8. This girl is my daughter.

9. Her name is ______________.

10. These people are my family.

Fill in the missing words:

1. This is a ______________.

2. This woman is my ________.

3. This a ________________.

4. This man is my ____________.

5. We have 2 ____________.

6. This __________ is my son.

7. His name is ___________.

8. This ____________ is my daughter.

9. Her name is ___________.

10. These people are my ____________.

11. Tell how many members there are in your family.

12. Write the names of your children.

-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-

5. __New Words__

family

next door

play

school

together

meet

street

hello

they

neighbors

OUR NEIGHBORS

1. A family lives next door.

2. They have 4 children.

3. My children play with their children.

4. They go to school together.

5. I see the woman in the meat market.

6. I meet the woman in the grocery store.

7. We meet them on the street.

8. We say, "Hello" when we see them.

9. They say, "Hello" to us.

10. They are our neighbors.

Fill in the missing words:

1. A ____________ lives next door.

2. They have 4 ______________.

3. My children ______________ with their children.

4. They go to ____________ together.

5. I see the ___________ in the meat market.

6. I meet the woman in the ____________ store.

7. We meet them on the ______________.

8. We say, ____________ when we see them.

9. They say, ___________ to us.

10. They are our __________________.

How would you say more then one?

1. man 1. men ______________

2. child 2. ______________

3. woman 3. ______________

4. family 4. ______________

5. wife 5. ______________

6. street 6. ______________

7. school 7. ______________

Things to Do:

1. Tell where you live.

2. Tell about the family next door.

3. Tell why you are a good neighbor.

4. Tell where you meet your neighbors.

1. Who lives next door?
2. How many children are in the family?
3. Do your children play with them?
4. Do you see the woman in the meat market?
5. Do you meet her in the grocery store?
6. Do you meet your neighbors on the street?
7. What do you say when you meet them?
8. What do your neighbors say to you?

-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-

6.

SHOPPING FOR DINNER

Mary looked at the shopping bag. "I am going to take it to the store," she said. "I am going to buy food for dinner." "Buy food for dinner," said Jane. "Get something good to eat for dinner."

"Yes, I will get food, something you want to eat," said Mary. "I will get the food and put it in my shopping bag." "What will you buy?" asked Jane. "I will see what is good; I will see what you like. I can ask the man in the store what is good," said Mary.

"Yesterday I saw good apples in the store. I saw good oranges; I saw good grapes," said Jane. "If I see good apples, oranges and grapes," said Mary, "I will get them for dinner." Mary looked into the big shopping bag. "I can put fruit, apples, grapes and oranges in the bag. It is big but if I put food into the bag, it will be heavy," she said.

"Come with me, Jane," said Mary. "Come and help me carry the bag home." "Here is my little blue book. I will put it into the bag. The book has a list of food for dinner." "I can carry the food back home if you help me."

"Look here, Mary," said Jane. "There is a hole in the bag." "It is a little hole. I can carry it to the store," said Mary. "You cannot go to the store with a hole in the bag," said Jane. "I can get you a new shopping bag. Then, we can go to the store and buy fruit and food for dinner," said Jane. "Where can you get a new shopping bag?" said Mary.

"I will ask Mr. Smith. I can ask him now," said Jane. "Ask him. Ask him now. I want to buy food for dinner," said Mary. "Are you ready, Mary?" asked Jane. "Come and walk to the store. I can ask Mr. Smith on the way." "Here I come," said Mary, "I can take the shopping bag with the hole in it. Mr. Smith may not have a new shopping bag." "Take it then," said Jane. "We can go now," said Mary.

Then, they walked down Tenth Street. They came to the store. "Here we are at the store. I see Mr. Smith. You can ask him for a shopping bag," said Mary. "You can ask him now." "I like Mr. Smith. I can ask him," said Jane. "Mr. Smith," said Jane, "Can I have a new shopping bag? My bag has a hole in it." "Yes," said Mr. Smith. "Here is a new shopping bag. You can put fruit in it." "Thank you, Mr. Smith," said Jane.

"Come, Jane," said Mary. "I want to see the fruit." "Come and look. Look at the fruit. See the grapes, the apples, the oranges, and the pears," said Mr. Smith. Mary and Jane looked at the blue grapes. They looked at the red apples. They looked at the red grapes. They looked at the green apples. They looked at the big oranges.

They saw potatoes and beans. They saw peas and carrots. They saw onions and tomatoes. "What vegetable can we buy?" asked Jane.

"We can buy potatoes and peas. We can buy onions, beans and carrots. We cannot buy all the vegetables," said Mary. "What vegetable do you like?" she asked.

"I like carrots, potatoes and onions," said Jane. "I do not like beans or tomatoes. I like to eat two vegetables for dinner. Buy what you like. I will eat what you buy for dinner."

"I will ask Bill and John for dinner," said Mary. "John likes potatoes. Bill likes tomatoes." "Ask Bill and John for dinner," said Jane. "We can see TV. We can see a ball game on TV."

"Who is playing?" asked Mary. "I saw a ball game last night. It looks like it will rain. Rain, no ball game. Let's go and see a movie."

"Oh, look Jane, I have lost the little blue book. Oh, Jane, what have I lost, a shopping list? What will I do?" asked Mary. "Let me see," said Jane. "Let me look in the old shopping bag." "Here it is," said Mary. "Look in the old shopping bag."

"It is not there," said Jane. "I looked in the old shopping bag. I did not see it." Mary looked in the new shopping bag. She found it.

"The shopping list was not lost. I found it in the new bag," Mary said. "Now, we can buy fruit and vegetables for dinner. I know what I want to buy. I put everything on the list."

"Do not buy what is not on the list. I do not want to buy too many things. I want to have money for the movies," said Jane. "I want it to rain. I want to go to the movies."

"I will buy potatoes, onions and tomatoes," said Mary. "I will buy apples and oranges. I will buy meat." "What meat?" asked Jane. "Beef or pork or chicken; what do you like?"

"I like pork and chicken. I do not like beef," said Mary. "John likes pork. Bill likes beef." "Do Bill and John like chicken?" asked Jane. "They like chicken. They like beef and pork, too," said Mary. "What do you like, Jane? Do you like pork or beef or chicken?" "We all like chicken," said Jane. "We can have chicken. We can have tomatoes, potatoes and chicken. We can have apples, too," said Mary.

"Tea or coffee or milk?" asked Jane. "At home I have tea, coffee and milk," said Mary. "It will be a good dinner." "I know," said Jane. "I will help you cook it."

-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-

7. ARE YOU BUSY THIS WEEK?

SUNDAY MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY

1. There are 7 days in a week.
2. Sunday is the first day of the week.
3. I go to work on Monday.
4. I work 5 days a week.
5. I do not work on Saturday.
6. I am paid every Friday.
7. I go to school 3 nights every week.
8. I go to school Monday, Tuesday, and Wednesday.
9. My class meets Monday, Tuesday and Wednesday nights.
10. Saturday afternoon I go to the movies.
11. I have a full week.

Fill in the missing words:

1. There are 7 days in a __________.
2. ___________ is the first day of the week.
3. I go to __________ on Monday.
4. I work 5 days a _________.
5. I do not work on ___________.
6. I am paid every ___________.
7. I go to _____________ 3 nights every week.
8. I go to school ___________, __________, and ________.
9. My class meets ___________, __________, and __________ nights.
10. _____________ afternoon I go to the movies.
11. I have a _____________ week.

1. The name of my country is

How would you say more than one?

1. day	1. days
2. week	2. __________
3. night	3. __________
4. evening	4. __________
5. afternoon	5. __________
6. Monday	6. __________
7. Saturday	7. __________
8. Wednesday	8. __________

-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-

8. **New Words**

movies
leave
theater
picture
today
tickets
orchestra
rest
once
week

THE MOVIES

1. I want to go to the movies.
2. I take my wife with me.
3. We leave the house at 8 o'clock.
4. We go to the theater on the corner.
5. There is a good picture today.
6. I buy 2 tickets for $---------.
7. We sit in the orchestra.
8. I like to see a good picture.
9. I can rest at the movies.
10. I like to go once a week.

Fill in the missing words:

1. I want to go to the __________.
2. I take my __________ with me.
3. We go to the __________ on the corner.
4. We __________ the house at 8 o'clock.
5. There is a good __________ today.

7. We sit in the ________________.

8. I like to see a good _______________.

9. I can _____________ at the movies.

10. I like to go _____________ a week.

Where do you like to sit at the movies?

1. orchestra
2. balcony
3. loge
4. at the rear
5. in the center
6. at the front

What kind of picture do you like to see?

1. comedy
2. feature
3. newsreel
4. travel picture
5. cartoon
6. sport picture
7. western
8. _______________

Signs we see at the movies:

1. NO SMOKING
2. MANAGER
3. LOST AND FOUND
4. USHER
5. MEN'S ROOM
6. LADIES' ROOM
7. TELEPHONES
8. THIS WAY OUT
9. EXIT
10. LATE SHOW SATURDAY NIGHT
11. COMING ATTRACTIONS
12. ADMISSION $__________

TAX $__________

TOTAL $__________

9.

OUR NEWSPAPER

1. I like to read a newspaper.
2. I read the headlines first.
3. Then I read the news.
4. I look at the ads and the pictures.
5. My husband reads the sports page.
6. He likes baseball.
7. We all read the comics.
8. I look at the radio programs.
9. The whole family enjoys the newspaper.
10. We read a newspaper every day.

Fill in the missing words:

1. I like to read a __________.
2. I read the ______________ first.
3. Then I read the ____________.
4. I look at the ads and the ___________.
5. My husband reads the ____________ page.
6. We all read the ______________.
7. I look at the ______________ programs.
8. He likes _________________.
9. The _____________ family enjoys the newspaper.
10. We read a newspaper ___________ day.

Parts of a Newspaper:

1. Headlines
2. News
3. Editorials
4. Radio & TV Programs
5. Sports Page
6. Comic Section
7. Want Ad Section
8. Ads
9. Pictures
10. Death Notices

-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-

10. New Words

fire
smoke
fire department
engines
apartment
burning
firemen
quickly
hurt
safe

THE FIRE DEPARTMENT

1. There was a fire on my street.
2. The house next door was on fire.
3. There was much smoke.
4. Someone called the fire department.
5. The fire engines came quickly.
6. One apartment was burning.
7. The kitchen was burning.
8. The firemen put out the fire quickly.
9. No one was hurt.
10. Everyone was safe.

Fill in the missing words:

1. There was a ___________ on my street.
2. The _____________ next door was on fire.
3. There was much _______________.
4. Someone called the fire _____________.
5. The fire ______________ came quickly.
6. One _________________ was on fire.
7. The _________________ was burning.
8. The firemen put out the fire _____________.
9. No one was _____________.
10. Everyone was ____________.

Things to Do:

1. Tell how to report a fire on the telephone.
2. Tell how to use a fire alarm box.
3. Tell where the nearest fire house is located.

4. Tell what happened when your house was on fire.
5. Write a list of ways to prevent fire.
6. Tell what uniform a fireman wears.
7. Find out how many firemen your city has.
8. Find out how a person becomes a fireman.

Questions to Answer:

1. Was there a fire on your street?
2. Whose house was on fire?
3. Did you call the fire department?
4. Did the fire engines come quickly?
5. Was it a big fire?
6. Did it take long to put out the fire?
7. How many people were hurt?
8. Where is the nearest fire alarm box?
9. How did you call the fire department?

-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-

11. New Words

work
need
job

earn
walk
along

sign
worked
factory

LOOKING FOR WORK

1. I want to work.
2. I need a job.
3. I want to earn money.
4. I walk along 39th Street.
5. I see a sign.
6. It says MAN WANTED.
7. I go in and ask for the job.
8. "Where have you worked?"
9. "I worked in a factory 3 months."
10. "I will try you."
11. "Come in Monday morning at 8 o'clock."

Fill in the missing words:

1. I want to ____________.
2. I need a ____________.
3. I want to __________ money.
4. I __________ along 39th Street.
5. I see a __________.
6. It says MAN ____________.
7. I go in and __________ for the job.
8. "Where have you __________?"
9. "I worked in a ____________ 3 months."
10. "I will _________ you."
11. "Come in Monday __________ at 8 o'clock."

Answer these questions:

1. Do you have a job?
2. Do you like your job?
3. Is it the kind of work you like?
4. Can you get ahead in your job?
5. Do you need to study to get ahead?
6. Do you belong to a union?
7. How long have you had your job?
8. What hours do you work?
9. Are you paid by the hour?
10. Are you paid by the week?

How would you say more than one?

1.	job	1.	jobs
2.	street	2.	
3.	sign	3.	
4.	man	4.	
5.	I	5.	
6.	factory	6.	
7.	month	7.	
8.	union	8.	
9.	hour	9.	
10.	week	10.	

-O-O-O-O-O-O-O-O-O-O-O-O-O-O-O-O-

12. **New Words**

man
woman
write
fill
out
application
write
job
when
street
address

I am a man. I can read and I can write. I know the name of my city. I know the name of my state. I know the name of my country.

When I go for a job, I have to fill out an application. A man or a woman wants my application for the job. I write on the application. I write my name. I write the name of my street, city, state, and country. I know how to write the name of the street where I live. I know how to write the name of the city, state, and country where I live. When I fill out my application I have to write many things.

Application

Name ______________________________

Address ______________________________ ______________
Street City

______________________________ ______________
State Country

I can fill out the application.

-O-O-O-O-O-O-O-O-O-O-O-O-O-O-O-O-

13. **New Words**

job
work
boss
5 days
week
8 hours
start
A.M.
stop
P.M.
every
pay day

AT WORK

1. I have a job.
2. I like my job.

4. My boss is a nice man.

5. I work 5 days a week.

6. I work 8 hours a day.

7. I start work at 8 A.M.

8. I have one hour off for lunch.

9. I stop work at 5 P.M.

10. Every Friday is pay day.

Fill in the missing words:

1. I have a __________.

2. I __________ my job.

3. I like the __________.

4. I work 5 __________ a week.

5. I work 8 __________ a day.

6. My __________ is a nice man.

7. I __________ work at 8 A.M.

8. I have one __________ off for lunch.

9. I __________ work at 5 P.M.

10. Every __________ is pay day.

Questions to Answer:

1. Do you have a job?

2. What kind of work do you do?

3. How many days do you work each week?

4. How many hours do you work each week?

5. Do you belong to a union?

6. Do you know your shop steward?

7. When do you begin work each day?

8. When do you eat lunch?

9. When do you stop work each day?

10. When is pay day?

How would you say more than one?

1. job	1. jobs
2. boss	2.
3. man	3.
4. day	4.
5. week	5.
6. hour	6.
7. lunch	7.
8. Friday	8.

Things to Do:

1. Tell what kind of work you do.
2. Tell about your job.
3. Tell what you have to study to get ahead.
4. Tell how you found your job.

-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-

14. New Words

has
read
state
one
it
in
where
had

Which words are the same in each line?

read	read	live	America	red	read
where	here	where	what	when	where
live	look	book	live	five	live
it	in	it	at	had	it
had	hide	where	had	read	had

WHERE I LIVE

I live in the United States of America. The United States is my country. It is where I live. The United States has 50 states. New York is one of the 50 states. New York is the state is one of the 50 states in the United States. New York State has many cities. One of the cities in New York State is New York City. New York City is one of the cities in New York State.

1. The name of my state is ________________.
2. The name of my city is ________________.
3. The United States has ____________ states.
4. The name of my country is ______________.

-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-

15.

MY COUNTRY

My lesson is about my country. The name of my country is the United States of America. I live in the United States. This lesson is about the United States. In the United States there are many cities. The name of the city I live in is New York. I live in New York City. New York City is in the United States of America.

1. The United States is (my name, my country).
2. My country is (the United States, my lesson).
3. The United States is (a lesson, a country).
4. In the United States there are many (cities, countries).
5. The name of the city I live in is (lesson, New York).
6. New York is a (city, lesson).
7. I live in (my name, New York City).
8. New York City is a city in (my city, the United States).

Fill in the blanks:

1. My lesson is about ______________.
2. My country is __________________.
3. The name of the city I live in is ______________.
4. The United States is a ______________.
5. New York City is a ________________.

-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-

16. **New Words**

and
see
to
no
learn
yesterday
want
Washington
capital
word

THE CAPITAL

The capital of the United States is a city. It is Washington, D. C. Washington is a city. The city of Washington is the capital of my country.

In my lesson I read about the city of Washington. I read about the capital of my country, the United States of America. I want to see the city of Washington. I want to see the capital of my country.

I want to learn about the United States. I live in the United States. The name of the capital of the United States is Washington. The name of the city where I live in the United States is New York City.

1. The capital of the United States is ____________________.
2. Washington is the ______________ of the United States.
3. Washington is the name of a ___________.
4. The name of a city where I live is _____________.
5. The name of the country where I live is _______________.
6. The name of the state where I live is ________________.

Write a sentence with the words: learn, want, yesterday, city

-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-

17. **New Words**

New York City
New York State
The United States
50 (fifty)
1 (one)
my
where
Washington, D.C.
lesson
name
city (cities)
country (countries)
live
of
it
is
capital
in

1. The name of my country is ______________.
2. The name of the city where I live is ______________.
3. The name of the state where I live is ______________.
4. There are ________ states in the United States of America.
5. My name is ______________.
6. The name of the capital of the United States is

   ______________________.
7. Washington is the ______________ of the United States.
8. The United States is a ______________.
9. New York State is one of the 50 ______ in the United States.

-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-

BUYING A MEAL AT THE MFY COFFEESHOP

1. New Words

money
coffee
sandwich
order
coffeeshop
hungry

One day Jose went into the coffeeshop. It was the Mobilization for Youth coffeeshop. He was hungry. A lady came to get his order. Jose ordered a cup of coffee and a sandwich. The coffee was 15 cents and the sandwich was 40 cents. After eating the sandwich and coffee, Jose went to pay the man. He paid the man $1.00. He got some money back and he went home.

1. Jose went to the ______________________.
   (sandwich, coffee, coffeeshop)
2. Jose was ______________________.
   (money, hungry, coffee)
3. Jose ate a ______________________.
   (order, sandwich, hungry)
4. He gave the man ______________.
   (40¢, 15¢, $1.00)
5. He spent ______________ on the coffee and sandwich.
   (45¢, 55¢, $1.15)
6. He got ______________ in change from the man.
   (45¢, 55¢, $1.55)

-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-

2. **New Words**

morning	change
early	

TODAY

Today Jose got up early in the morning. He went to work on time. He worked all morning. He got hungry. At lunch time Jose went to the coffeeshop run by Mobilization for Youth. He ate a sandwich and a coke. He ate some pie, too. His lunch cost 80¢. He gave the man $5.00 to pay for his lunch. He got his change and left the coffeeshop. He went to school after lunch. Jose is learning to read and he is learning to write. He works in school and he learns a lot. He wants to learn and he is learning. After school he goes home.

1. Jose got up ____________.
2. First he went to ____________.
3. He ate lunch at ________________________.
4. He ate ____________________ for lunch.
5. He got ______________ change.
6. In school, Jose is learning ________________.
7. After school Jose goes __________.
8. The name of this story is ____________.

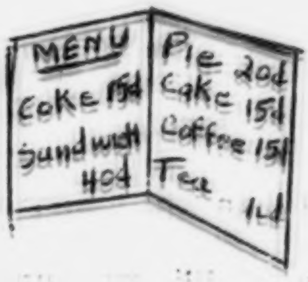
-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-

3. **New Words**

menu	cake	cost
pie	woman	spent

One day Bienvenido went to the Mobilization for Youth coffeeshop. There he met Reinaldo. Bienvenido was hungry; Reinaldo was not hungry. When the woman came to the table, Bienvenido ordered a sandwich, a coke, and some pie. Reinaldo ordered coffee and some cake.

This is what the menu looked like:



1. Pie costs ____________.
2. Cake costs ____________.
3. A coke costs ____________.
4. A sandwich and coffee costs ________________.
5. Tea and some cake costs ______________.
6. Bienvenido spent _________. He gave the man $2.00.
   How much money did he get back? ______________
7. Reinaldo spent ____________. He gave the man $5.00.
   How much money did he get back? ______________
8. A coffeeshop is like a ______________________.
   (store, menu, cake)

-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-

4. New Words

lard	toward	sorry	lunch
wait	but	woodshop	without

Bienvenido and Reinaldo met at the coffeeshop. They had worked hard all morning and they were very hungry. But Bienvenido and Reinaldo had to wait for their friend Jose. They were all to meet at twelve o'clock. It was 12:10 and Jose was late. Bienvenido and Reinaldo were very hungry and they wanted to eat lunch. They said they would wait 15 minutes more. At 12:25 they would eat lunch with or without Jose. At 12:15 Jose was not there. At 12:20 Jose was not there. At 12:25 Bienvenido and Reinaldo saw Jose running toward the coffeeshop. When he got there, he said he was sorry he was late. He said he had to work late in the woodshop.

Bienvenido, Reinaldo and Jose all went into the coffeeshop.

They were all very hungry. They ate a very big lunch, paid the check, and went to school.

1. A good name for this story is ____________________.
2. Where did Reinaldo and Bienvenido meet? ____________

   ____
3. Whom did Reinaldo and Bienvenido meet? ____________

   ____
4. Was Jose on time? ______________________________
5. What time was it when Jose got to the coffeeshop? ______
6. Why was Jose late? _____________________________

---

big met could went

hard late name fall

The opposite of early is ____________________.

The opposite of small is ____________________.

The opposite of easy is ____________________.

The opposite of came is ____________________.

The word same rhymes with ____________________.

The word bet rhymes with ____________________.

The word small rhymes with ____________________.

The word would rhymes with ____________________.

Answer in a complete sentence:

1. Reinaldo had breakfast at the coffeeshop. He had coffee for 15¢, two eggs for 40¢, and some cake for 10¢. How much money did he spend? ____________________

   If he gave the man $1.00, how much change would he get back? ______________________________

2. How much do you have to spend for lunch? __________

   ____

3. Where do you eat lunch? ____________________

   ____

4. How much money does it cost to buy a hot dog? ____________

____

5. About how much money do you have to spend each day for food? ______________________________

____

-0-0-0-0-0-0-0-0-0-0-0-0-0-0-

5. New Words

coffee
shop
coffeeshop
up
cup
sandwich
after
eating
got

The lady was in a coffeeshop. She was hungry. She had a cup of coffee and a sandwich. After eating, she got up. She paid for the coffee and the sandwich. She went into the street. She got into a car. She went up the street in the car. She went to shop.

Choose the right answer. Read the sentence:

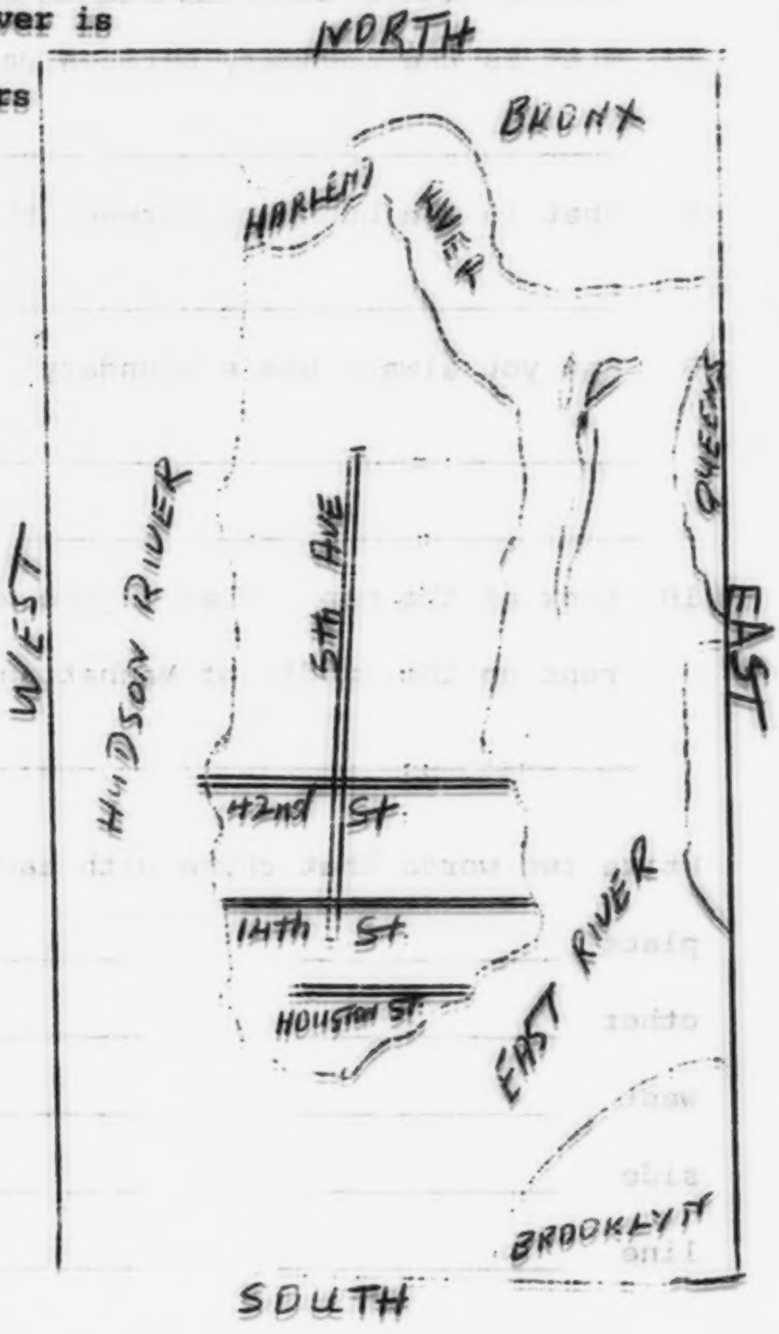
1. The lady was in a (home, coffeeshop).
2. She had a (cup of coffee, a good book).
3. She paid for the (car, sandwich).
4. She got into a (cup, car).
5. She went to (shop, see about a job).

1.

Travel in Manhattan

Manhattan is an island. There is water all around it. The Hudson River is west of Manhattan. The Harlem River runs north and east of it. The East River is on the east side. Find these rivers on the map. Color in all of the rivers with a blue pencil.

The rivers that you colored in are the boundaries that separate Manhattan from other counties Sometimes a boundary is not so easy to see. Sometimes a boundary is just an imaginary line that some one decides will separate one place from another. You can not see the boundaries that separate the rivers on this map. All that separates one river from another river is an imaginary line.


NORTH
BRONX
HARLEM RIVER
QUEENS
WEST
HUDSON RIVER
5th AVE
EAST
42nd St
14th St
HOUSTON ST.
EAST RIVER
BROOKLYN
SOUTH

1. Can you see three small words in the word Manhattan?______________

____

2. What is Manhattan?

____

3. What three rivers surround Manhattan?

____

4. Which river is on the west side?

____

5. Why do you think the river on the right is called the East River?

____

6. **What are the boundaries that separate Manhattan from other counties?** ____________________

7. **What is the boundary between Manhattan and Queens?**

____

8. **What is the boundary between the Bronx and Manhattan?**

____

9. **Can you always see a boundary? Why or why not?**

____

____

10. **Look at the map What is the name of the avenue that runs up the middle of Manhattan?** ____________________

____

Write two words that rhyme with each word below:

place __________ __________

other __________ __________

west __________ __________

side __________ __________

line __________ __________

Write all your new words here.

__________ __________ __________

__________ __________ __________

__________ __________ __________

__________ __________ __________

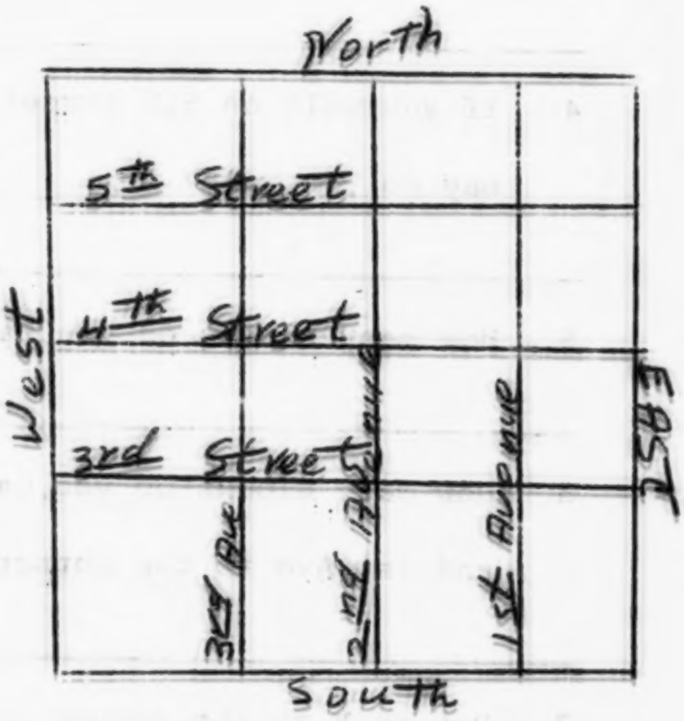
2.

Travel in New York City

New Words: Street (St.) East
Avenue (Ave.) West

In New York City the streets go east and west 3rd Street goes east and west 4th Street goes east and west In New York City the avenues go north and south 2nd Avenue and 3rd Avenue go north and south

On 3rd Street you can walk east or west. On 3rd Avenue you can walk north or south.


North
5th Street
4th Street
3rd Street
West
East
3rd Ave
2nd Avenue
1st Avenue
South

Look at the map. Find 1st Avenue. If you walk on 1st Avenue, from 3rd Street to 5th Street, you are walking north.

Find 3rd Avenue. If you walk on 3rd Avenue from 4th Street to 3rd Street, you are walking south.

On a map, west is at the left East is at the right. If you walk on 3rd Street, from 1st Avenue to 3rd Avenue, you are going west. If you walk from 2nd Avenue to 1st Avenue you are going east.

Write all your new words below:

Questions

1. Which way do the streets go? ____________________

____

2. Which way do the Avenues go? ____________________

____

3. If you walk on 2nd Avenue, from 4th Street to 5th Street, which way do you walk? ____________________

____

4. If you walk on 5th Street, from 3rd Avenue to 2nd Avenue, which way do you walk? ____________________

____

5. How many blocks do you walk if you go from 1st Ave to 3rd Ave ?

____

6. How many blocks do you walk if you go from the corner of 3rd St. and 1st Ave to the corner of 5th Street and 2nd Ave.? __________

____

7. Put an X at the corner of 2nd Ave. and 4th Street.

8. Put a red X at the corner of 5th St. and 1st Ave.

Two ways to write it:

1st = First 3rd = Third 5th = Fifth

2nd = Second 4th = Fourth

Draw a line under the one that is the same:

3rd Third Fourth First Second Fifth

1st Second Fourth Third First Fifth

2nd Third First Fifth Fourth Second

5th Third Fifth First Fourth Second

4th Second First Fourth Fifth Third

3.

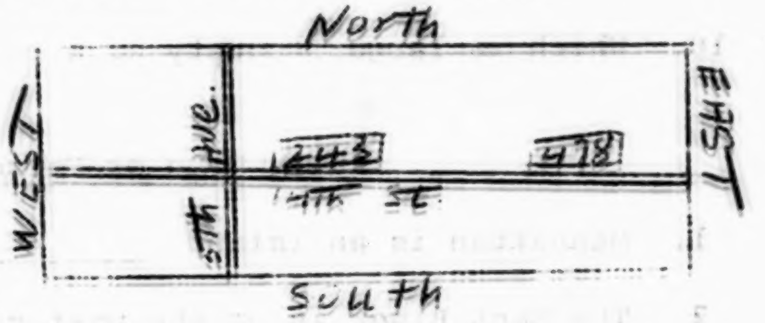
Travel in Manhattan

Fifth Avenue goes through the middle of most of Manhattan. This avenue separates Manhattan into east and west. Fifth Ave. is the boundary that separates the east side from the west side. All of the area west of Fifth Avenue is called the West Side. All of the area east of Fifth Avenue is called the East Side.

The Mobilization for Youth school is at 255 East Houston St. This means that it is on the east side of Manhattan, east of Fifth Avenue. East Houston St. is also on the lower part of the map so it is called the "Lower East Side". What is your address?

______________________________ Is it west or east of Fifth Ave ?______

When we see an address, we can tell what part of Manhattan it is in. Look at this one: 243 East 14th St. We know that it is on the east side of 14th St., east of Fifth Ave.. Now Look at this one: 478 East 14th St. This address is on the east side of 14th St. too. But the number 478 is bigger than 243. This means it is farther away from Fifth Ave. It is farther east.



1. Which avenue is the boundary that separates the east side from the west side?

____

2. Which address is farther east: 478 East 14th St. or 243 East 14th St?

____

3. Which address is farther west: 125 West 12th St. or 534 West 12th St?

____

4. Have you ever been on Fifth Ave.?

____

5. Why is our neighborhood called the "Lower East Side" ?

____

____

REVIEW

Choose the right answer:

1. 123 E. 10th St. is on the (west, east) side.
2. If you are on 5th Ave., you must walk (west, east) to go to 229 W. 9th St.
3. Which is farther east? (100 E. 3rd St. or 175 E. 3rd St.)
4. Which is farther from 5th Ave.? (205 W. 42nd St. or 405 W. 42nd St.)
5. Which address below is closer to the East River?

   156 E. 14th St.

   867 W. 15th St.

   729 E. 13th St.
6. If you want to see the Hudson River, you must walk (east, west).
7. 14th St. is (north, south) of here.
8. The Harlem River is (north, south) of here
9. Manhattan is a (river, county).
10. Which is larger: county or a country?

True or False

1. Manhattan is an island. ____________
2. The East River is on the west side of Manhattan. ____________
3. 14th St. is north of 42nd Street. ____________
4. The Mobilization for Youth School is on the west side. ____________
5. Houston Street is in the north of Manhattan. ____________
6. Manhattan is a country.
7. A boundary can be an imaginary line. ____________
8. You can always see a boundary. ____________
9. Houston St. is an island. ____________
10. Mobilization for Youth is a county. ____________

4.

Transportation in New York City

New words: subway bus
taxi drive

There are many ways to travel in New York City. One way that is fast is to travel by subway. Many people ride the subways so sometimes the subways get very hot and sometimes you get pushed a lot.

To travel by bus, car, or taxi in the city is very slow because there are so many people who ride in cars, taxis, or buses.

Perhaps the best way to travel is to walk! Sometimes walking is faster than traveling by car.

1. What is the fastest way to travel in the city? ____________
____

2. What is one slow way to travel in the city? ____________
____

3. How do you like to travel best?
____

4. Can you drive a car?
____

5 How do you get to work?
____

5.

Traveling in New York City

New Words: uptown north
downtown south

There are many ways to travel in New York City. The way that most working people travel is by subway. People like to travel by subway because it is very fast We are going to learn how the subways go in the city. Then we will know what subway to take when we want to go somewhere.

We will begin with the uptown and the downtown subways Look at the map on the wall. When you want to go somewhere north of where you are, you take the uptown subway. When you want to go somewhere south of where you are, you take the downtown subway.

1. What two small words do you see in somewhere?

____

2. What two small words do you see in uptown and in downtown?

____

3. How do most people travel in New York City?

____

4 If you want to go somewhere north of where you are, what subway do you take? ______________________________

____

5. If you want to go somewhere south of where you are what subway do you take? ______________________________

____

6. If you are on 14th Street and you want to go to 42nd Street. what subway do you take? ______________________________

____

7. If you want to go to class on Houston Street but you are on 59th Street, what subway do you take? ______________________________

____

are
8. If you/at 125th street and you want to go to your house. what subway do you take? ______________________________

____

9. **Write two words that rhyme with each word below:**

some ____________ ____________

same ____________ ____________

way ____________ ____________

take ____________ ____________

map ____________ ____________

10. **Draw a line from a word on one side to a word on the other side to make one word.**

some	town
up	where
down	town
sub	way

11. **Write a sentence with each below:**

travel

north

south

somewhere

6.

Travel in Manhattan

New Words: subway station booth enter
token sir fare

Write the right word in the space below:

1. The train stops at the ______________.
2. The man sells tokens at the ______________.
3. For 20¢ you can buy a ______________.
4. Your token is your ______________.
5. To go into some place is to ______________.
6. One way to call a man is to call him ______________.

Write two words that rhyme with each word below:

pay ____________ ____________
side ____________ ____________
take ____________ ____________
sell ____________ ____________
name ____________ ____________

Write a sentence with each word at the top of the page.

-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-

7. **New Words:** Grand Central through free
Times Square shuttle transfer
turnstile end

Write the right word in the space below:

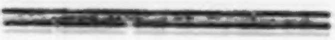
1. If something does not cost anything, it is ______________.
2. Grand Central Station is on the east side and Times Square is on the west side. To get from Grand Central Station to Times Square, you must take a train called a ______________.
3. After you pay your fare, you go through a ______________ before getting to the subway.
4. The opposite of begin is ______________.
5. Write the small word in turnstile. ______________
6. Write the small word in shuttle. ______________
7. Write the small word in grand. ______________

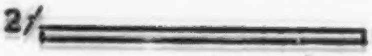
Write a sentence with each word at the top.

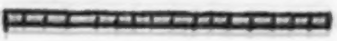
8. **Reading the Map of New York City**

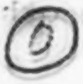
Look at the map on the wall. Find the answers to these questions

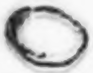
What do these symbols mean?

1.  ____________________

2/  ____________________

3.  ____________________

4.  ____________________

5.  ____________________

Look at the Lexington Avenue IRT Line:

6. **What are the two local stations nearest your home?**

____

7. **Is there an express stop near your home?**

____

8. **On what avenues does this line go north?**

____

Look at the IND Line:

9. **What stop on this line is near your home?**

____

10. **On what two avenues does this line go north?**

____

11. **Macy's is at 34th St. between 6th Ave. and Broadway. What train would you take to go there?**

____

12. **What train would you take to Central Park?**

____

13. **What train would you take to Yankee Stadium?**

____

9.

Travel in Manhattan

Louis enters the subway station at Houston St. and Second Ave He goes to the man in the booth and asks, "Please, sir, can you tell me how to get to Grand Central Station?"

The man says, "This train goes up the West Side. Grand Central is on the East Side. Take this train uptown to 42nd St. Then take the shuttle across to Grand Central."

Louis asks, "What is the shuttle?"

The man answers, "It is a train that goes east and west across 42nd St. Times Square is on one end. Grand Central is on the other end."

Louis asks, "Will I have to pay two fares?"

The man says, "No, you can transfer free."

Louis says, "Thank you very much".

He gives the man .25 and gets his change and a token. Then he goes through the turnstile and waits for the uptown train

1. Where is Louis? ____________________

2. Where does he want to go? ____________________

3. Does Louis know how to get to Grand Central Station?

____

4. Where will Louis have to change trains?

____

5. What is the shuttle?

____

6. How much change did Louis get back from the man in the booth?

____

7. Have you ever taken the shuttle?

____

8. Do you know what train goes up the east side?

____

9. How many tokens can you buy for $1.00?

____

10. How much does it cost to buy 4 tokens?

10. A Meeting Between Two Friends

Maria and Reyes are on 4th Street.

Reyes: Hello, Maria. How are you?

Maria: I am fine, Reyes. How are you?

Reyes: Fine, thank you. Where are you going?

Maria: I am going to 2nd Street.

Reyes: What are you going to do there?

Maria: I want to see a woman about a job.

Reyes: Can I go with you?

Maria: Yes, you can walk with me.

Reyes: Wait. Do not walk. Do you see the car in the street?

Maria: Yes, I see it. Can we go?

Reyes: Yes, we can go.

FIND THE SENTENCE. FILL IN THE BLANK.

1. *Maria and Reyes are on 4th* ____________________.
2. Where are you ____________________?
3. What are you going to do ____ ____________?
4. I want to see a _______ ________ about a job.
5. Yes, you can walk ______________ me.
6. Do not ______________________.

ANSWER THE QUESTIONS.

1. Where are Maria and Reyes?
2. How is Maria?
3. Where is Maria going?
4. Is there a car in the street?
5. Do Maria and Reyes go?

1.

The Use of Tools

Many people have to use tools in their work. Almost everyone uses some kind of tools. Teachers use pencils, pens, and chalk. These are tools. A student uses pens and pencils too. A painter uses a brush and a pail and other things. A carpenter uses many, many kinds of tools He uses hammers, screwdrivers, wrenches, and other tools. People would find it very hard to live without the use of tools.

1. Do most people use tools?

____

2. What kind of tools does a teacher use? __________

____

3. What kind of tools does a carpenter use? __________

____

4. What kind of tools do you use where you work? ________

____

5. What kind of tools do you use in the classroom?________

____

sc rew driver

2. Hand Tools

hammer

Many, many years ago, man had no tools at all. He had to use his hands. He used his hands to eat with, to make his house, to fight animals with, and for everything he needed.

Soon man found out it was easier to use some tools. Now everyone uses tools. Many people have hammers and screwdrivers in their home. We will learn about many tools and how to use them.

1. What tools do you have at home?

2. Before man had tools what did he eat with?

3. What tools do you know how to use?

4. Is a hammer a tool that many people have at home?

55. What is the name of the tool you see on the left side of this page?

6. Do you have to use tools where you work?

7. What tools do you use at work?

8. Write as many words as you can that rhyme with each word below:

    tool

    will

    hand

9. Write a sentence with the words tool, will, and hand.

3. **More Hand Tools**

Yesterday I learned that man did not always have hand tools We also learned about hammers and screwdrivers. Many people also know how to use wrenches files. pliers.and saws. There are also many other tools that people use in woodshops.but many people do not know about them.

1. On what page in the book is there a picture of a wrench?

____

2. On what page in the book can you see a saw?

____

____

3. On what page in the book can you see some pliers?

____

____

4. Do you have a wrench at home? ____________________

____

5. Did you ever hit your hand with a hammer? ____________________

____

6. Write all the words you can think of that rhyme with:

sat:

sing:

look:

had:

7. What word in each row is NOT a tool?

saw	file	hammer
plier	screwdriver	file
look	five	year
hammer	plier	wrench

4. ______________________________

There are many things you can make in a shop that can be used in the house. You can use almost every tool in the shop when you make these articles.

Some of the things that you can make are book cases, knife holders, chairs, desks, tables. One of the most useful and handsome things you can make is a lounge chair.

There are four important steps in the making of a lounge chair. Each one of the steps can be broken down into simpler steps. The first important step is to make the center bars. The second step is to build the legs, arms, back and seat. The third important step is to put all these separate pieces together. The last step is to finish the lounge chair.

After the chair has been finished, it can be sent to be upholstered. The person who ordered it can choose the material he wants to cover the cushions.

1. What is a good title for this reading?
2. What is the third step in the making of a lounge chair?
3. What is the first step? The second? The last?
4. List four other things that can be made in the shop. Can you think of others that are not mentioned in the reading?
5. Name some of the tools you would have to use when making the lounge chair.
6. Where does the finished chair go from the carpentry shop?
7. What has to be known before the chair can be upholstered?

-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-o-

5.

Making a Lounge Chair

There are four major steps in making a lounge chair. The first is making the center bars. Second is the making of the legs, arms, back and seat. Third is the assembly or putting all the pieces together. The fourth and last step is the finishing of the lounge chair.

Each one of the four steps can be broken down into more detailed steps. For example, the first step can be broken down in the following way:

1. Get two pieces of walnut.
2. Plane them down on the planer to 1-5/8".
3. Join one edge.
4. Make marks for dowels.
5. Take material to drill press and, using 5/8" drill, drill necessary holes.
6. Make blocks for spacers.
7. Take blocks to drill table and make template and drill all necessary holes.

The other steps can be broken down in the same way. When you break down large steps into smaller ones, it makes it easier for you to follow instructions.

1. (a) Name the tools mentioned in this reading.
   (b) Can you name some others that might be used that aren't mentioned?
2. What are the four major steps in the making of a lounge chair?
3. What size dowels will you use in making the center bars?
4. What would be a good title for this reading?
5. What kind of wood are you going to use?
6. To what size are you going to plane the wood?
7. What tool is mentioned twice in this reading?

-O-O-O-O-O-O-O-O-O-O-O-O-O-O-O-O-O-

6. When you make the legs, arms, back and seat of a lounge chair, there are several steps you have to go through. They are as follows:

1. Get 8" lengths of walnut stock.
2. Plane them to 1-3/8" with the planer.
3. Join one edge.
4. Rip it down to 1½".
5. Plane the strips to 1-3/8".
6. Get the list of sizes and cut the strips to size.
7. Square each of the ends.
8. Take all the stock to the drill table and drill all necessary holes.
9. For the seat, make grooves for the plywood.

After you have completed the above nine steps, you go on to assembling or putting together of all the pieces, which is the third important step in building a lounge chair.

The last important step is the final finishing of the chair. First, you give the assembled chair a final sanding. Then you give it a coat of sealer. You then put on the final finish which the customer chose. It can be either shellac, lacquer or oil. After the finish dries, the chair is completed and is ready for upholstering.

1. What is the second major step in the making of a lounge chair?
2. What are the three steps in the final finishing of a chair?
3. How long is the walnut stock you use?
4. What are the three final finishes the customer can choose from?
5. What size do you plane the strips to?
6. Name the tools mentioned in this reading. Name some others you would have to use in carrying out all of the other instructions.

APPENDIX K

SKILLS STATION UNITS

Preparing for the World of Work..........................1 - 38

What's on Television.................................39 - 40

How to Secure a Driver's License.......................41 - 42

PREPARING FOR THE WORLD OF WORK

PART I: OBTAINING ESSENTIAL DOCUMENTS - SOCIAL SECURITY AND WORKING PAPERS

PURPOSE: To teach trainees how to fill out the application forms for Social Security and work permits (if the number of trainees who are 16 and 17 years old warrants it).

To familiarize trainees with the benefits of Social Security and the requirements for obtaining a work permit.

CONTENT: The trainees should understand the following about Social Legislation:

A. Social Security provides payment of benefits for involuntary/unemployment and incapacitation due to old age. The Social Security Act requires deductions from the employee's salary to build up an insurance fund to protect workers and their families from hardships due to old age or death.

B. What benefits are we covered for?

1. Welfare provisions
   Maternity and child health services
   Services for crippled children
   Child welfare service
   Vocational rehabilitation
   Public health service

2 Old-age assistance and pension - when one is 62 or older and stops working

3 Unemployment compensation - not less than $10 and not more than $50 weekly; not to exceed 26 weeks in the benefit year.

4. Accident insurance - industrial types.

C. Where can such cards be obtained? Each borough has its Social Security Administration and Unemployment Insurance offices.

EXERCISES:

1. Use the telephone directory to locate the SS office nearest you. Write the office's address and tell how to get there. Name the borough, and use the telephone directory to see where the SS office is located.

2 Instructor explains the vocabulary of Social Security Account Number and the application. Trainees who don't have a SS number can use the accompanying forms to apply. Instructor may reproduce the form on the blackboard and trainees copy it and fill it in. The forms may not be, used by trainees to practice. Stress neatness.

3. The instructor can use the accompanying material from the Social Security Administration to her own discretion. More material can be obtained from Gerald R Langlais Field Representative
30 Broadway New York, telephone number HAnover 2-3900 extension 19

"Joe Wheeler Finds a Job and Learns About Social Security" is a good text and should be interesting to trainees. More copies have been ordered.

1. The Social Security Card

THE SOCIAL SECURITY CARD

Front

SOCIAL SECURITY

ACCOUNT NUMBER

000 - 00 - 0000

has been established for

____

SIGNATURE______________________

FOR SOCIAL SECURITY PURPOSES -- NOT FOR IDENTIFICATION

The above form is a facsimile of the original card. Permission to print this card was granted through the courtesy of Joseph E. O'Connor, Director, Second Regional Office, U.S. Department of Health, Education, and Welfare.

Back

KEEP this card. SIGN it immediately. SHOW it to your employer. Mention the number in all letters about your account. If you lose this card, apply for a DUPLICATE, not a new number.

Once a year you can get a statement of wages credited to your account. Get a form for this purpose from any Social Security Administration Field Office.

If you change your name, notify the nearest Social Security Administration Field Office immediately.

TELL YOUR FAMILY TO NOTIFY THE NEAREST SOCIAL SECURITY OFFICE IN THE EVENT OF YOUR DEATH. IT IS ADVISABLE TO GET IN TOUCH WITH A SOCIAL SECURITY OFFICE WHEN YOU REACH AGE 65.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
SOCIAL SECURITY ADMINISTRATION

APPLYING FOR A SOCIAL SECURITY NUMBER

When you apply for a Social Security number you have to fill out a white card. Below is the information you will be asked to put on the card. Even if you already have your Social Security number, put the information that is asked for in the empty spaces. Print all the information except your signature. If you don't know the information that is asked for in any item, write "Unknown".

---

1 The name you gave your present employer or if unemployed the name you will use when you are employed. If you use no middle name or initial, draw line: ________

________ ________ ________
First Name Middle Name Last Name

2. Mailing address ________ ________ ________ ________
No & St. P.O. BOX or RFD City Zone State

3 Print full name given you at birth ________

4 Age on last birth day ________ 5. Date of birth ________ ________ ________
Month Day Year

6. Place of birth ________ ________ ________
City State County

7 Father's full name regardless of whether living dead ________

8. Mother's full name before ever married
Regardless of whether living or dead ________

9. Sex (Mark X which) Male ________ Female ________

10 Color or race (Mark X which) (if other, specify) White ________

Negro ________ Other ________

11. Have you ever before applied for or had a Social Security or

Railroad Retirement number? (Mark X which) Yes ____ No ____

Don't know ____

If the answer is yes, print the state in which you first applied

and when. Also print your account number if you know it

________ ________ ________
State Date Account number

12 Business name of employer. If unemployed write "Unemployed"

________ Employer's address ________ ________
no. & address City

13 ________ ________
Today's date Write your name as usually written.
Do not print

APPLICATION FOR SOCIAL SECURITY ACCOUNT NUMBER

Form SS-5 APPLICATION FOR SOCIAL SECURITY ACCOUNT NUMBER
REQUIRED UNDER THE FEDERAL INSURANCE CONTRIBUTIONS ACT
READ INSTRUCTIONS ON BACK BEFORE FILLING IN FORM

Do not write in the above space

Fill in each item. **PRINT** in black or dark blue **INK** or use typewriter for all items except signature. If the information called for in any item is not known write "unknown."

1 Print name you gave your present Employer or if unemployed the name you will use when employed (If you use no middle name or initial draw a line---).

First Name　Middle Name　Last Name

2 Mailing address (No. and St. P.O. Box or RFD) (City) (Zone) (State)

3. Print full name given you at birth

4. Age on last birthday

5. Date of Birth Month Day Year

6. Place of Birth (City) (County) (State)

7. Father's full name, regardless of whether living or dead

8. Mother's full name before ever married, regardless of whether living or dead

9. Sex: (Mark (X) which)
☐ Male ☐ Female

10. Color or Race (Mark (X) which) (If other specify)
☐ White ☐ Negro ☐ Other

Have you ever applied for or had a social security or railroad retirement number? (Mark (X) which)
☐ yes ☐ no ☐ don't know

Business name of employer. If unemployed, write "unemployed"

11 If answer is "yes" print the state in which you first applied and when

State　Date

12. Employer's Address (No. and Street) (City) (Zone) (State)

Also print your account number if you know it

Account Number

13. Today's Date

14. Write your name as usually written (do not print)

Return completed application to nearest Social Security Administration District Office.

WORK PERMIT EXERCISES:

The trainees should understand that work permits, usually called working papers, act as a safeguard for young people. They are designed to make certain that the young person has parental consent to work, that he is physically fit, and that he is of legal age for the specific job.

The work permits are usually needed for part-time jobs and vacation employment as well as for full-time work.

In order to secure a work permit, issued by the school authorities, the pupil must fill out an application. This application contains blank spaces for the pupil's health certification and birth certificate number, his schooling record, and his parent's signature giving consent to his employment. The pupil must secure the Pledge of Employment form to be filled out by the prospective employer confirming his employment of the minor.

The client then takes these two forms to the certificating officer, and if the employment is approved, he receives the working papers which permit him to work.

EXPLANATION OF WORKING PAPERS:

I. The Standard Employment Certificate must be obtained for work in a factory. Granted to boys and girls 16 or over. A new certificate is required for each new job.

Newspaper Carrier Boy's Badge or Certificate must be obtained by boys from 12 years old to 18 who deliver, or sell and deliver newspapers door-to-door.

Street Trades Badge or Certificates is required for self-employed boys 14 to 18 working in a street trade.

II. To Obtain Working Papers

A. Ask the school for a regular application form.
Ask for a pledge of employment blank to be filled out by the person for whom you plan to work.
Ask where to go for a physical examination.
You must get a new standard employment certificate or vacation work permit for each new job.

B. Complete the regular application form which requires:
The signature of your parent or guardian
Your pledge of employment filled out by your employer
Your birth or baptismal record
A report from the school doctor showing that you are physically fit for job you have chosen
Your school record, if you are leaving school

III. If you are 16 or 17
You may work in a factory
Generally, if you are not attending regular day school, you may work 6 days, 48 hours a week.
Girls may work between the hours of 6 or 7 A.M. and 9 or 10 P.M depending on where they work.
Boys may generally work between the hours of 6 A.M. and midnight.
For all types of work except farming and caddying you must have working papers.

Board of Education

PLEDGE OF EMPLOYMENT

Bureau of Attendance

(It is unlawful to employ a minor under 18 yrs. without a certificate or permit)

Failure on the part of the employer to fill in the required data will delay the issuance of the employment certificate. Make all entries in ink.

Section 3212 Compulsory Education Law
No person shall make a false oral or written statement in or in relation to any employment certificate or other paper required by part 1 of this article as to any matter required to appear therein.

CHECK ONE

For Standard Employment Certificate ☐ *For Vacation Work Permit ☐

*A vacation work permit is valid only outside of school hours and on days when school is not in session.

I. We (Name of Firm or Corporation)	Location (Place of Employment)
	BORO

WHO CONDUCT (Check One)

A Factory ☐ Mercantile Establishment ☐ If other enterprise. State Type of Business

EXPECT TO EMPLOY

Name of Minor	Residence	Boro	Born Mo. Day. Year To be verified by Certificating Officer

In the Capacity of	To do the following specific work	Starting on Mo. Da. Yr.
		19

Hours per Day	Days per Wk.	Hours per Wk.	Time work A.M. & P.M

Signature of Employer or Representative	Title As Manager etc

PLEASE ATTACH YOUR BUSINESS CARD OR LETTERHEAD TO THIS STATEMENT AND RECORD THE CLASSIFICATION OF YOUR BUSINESS AS LISTED WITH THE NEW YORK STATE DEPARTMENT OF LABOR.

NOTICE TO EMPLOYERS

A vacation work permit is not valid for employment in or in connection with a factory, including the offices thereof if occupying the same premises.

A minor over 16 years of age may receive a standard employment certificate only if he is a graduate of a four year high school course.

A minor under 17 years of age is required to attend continuation school if he is not a graduate of a four year high school course.

Mo. Da Yr. Issued	No. of Certificate	Signature of Certificating Officer

Board of Education City of New York	**APPLICATION**	Bureau of Attendance

I hereby apply for: - (Check One)

Standard Employment Certificate ☐	Vacation Work ☐ Permit	Work Farm ☐ Permit	Street Trades ☐ Badge	Certificate Of ☐ Age

Signatures

Child or Minor	Parent or Guardian

Residence	House No.	Street	Boro

School Record: Required only for minors applying for standard employment certificates. If this minor is under 17 years of age he is required to attend continuation school.

The Records Of	School No. or Name	Located at			City or Town	State
		Number	Street	Boro		

Show that the minor in the foregoing application of parent

Was Born ____________ 19____	Grade Reached ________	Yes ☐ No ☐ Graduated

TO THE DEPARTMENT OF HEALTH: KINDLY MAKE A PHYSICAL EXAMINATION OF THIS MINOR AND SEND US A RECORD OF THE EXAMINATION

Date ____________ 19________ Signature________________ Principal

The Department of Health will complete the entry below

Physical examination initiated at (To be completed by certificating officer)	Mo.	Da	Yr

TRANSCRIPT OR COPY OF EVIDENCE OF AGE

			Born:		19
Family Name of Child	Given Name	Birthplace of Child	Mo.	Da.	Yr

New York City Birth Certificate No. ______	Nature of document submitted other than New York City Birth Certificate	
		No.
Origin of Evidence of Age		Location

Mo	Da	19 Yr	Made or issued	Name of person by whom made or issued	Official title of person

1. Application of Parent ☐	2. Certificate of Physical Fitness ☐	3. Schooling Record ☐	4 Evidence of Age ☐	5. Pledge of Employment ☐

Have been examined. All papers have been approved
A certificate has been issued. All papers have been filed.

Mo.	Da.	Yr	Issued 19	No. of certificate	Signature of Certificating Officer

PART II: APPLYING FOR THE JOB

A. FILLING OUT THE EMPLOYMENT APPLICATION

PURPOSE: To acquaint trainees with the information requested and to develop pupils' ability to fill out applications correctly

MOTIVATION: The instructor motivates trainees by telling them: "Soon you will be sent for a job interview. You will be asked to fill out an application such as this one. Ask yourself: How well can I read the question and the information requests? How well can I follow the directions? After filling it in, does it look neat?"

CONTENT:

1. Study and fill in application blanks. Use various models for comparison, indicating the way in which they are alike and different. Identify the kind of information requested and draw conclusions about the importance of such information to the employer.

2. Trainees secure from the telephone book the name and address of a business firm to which they would like to apply for a job. Trainees with instructor compose a letter requesting application blanks. The letter is outlined on the blackboard.

4. Discuss the following questions:
Why should we fill out an application when asking for a job?
What impressions does an employer get from the way a person fills out an application?
What kind of references would be appropriate and why must we get permission from them in advance?
What are five important kinds of information that you think the employer should secure about the applicant?

4. Make a list of three business firms in the neighborhood to which you might apply for work. State the kind of work which you would be qualified to do.

CONCEPT: The information on the application blank gives the employer a picture of the person applying for the job, hence the importance of giving all the information requested by it and making it as clear as possible.

EMPLOYMENT APPLICATION VOCABULARY

name	last	first	middle
sex	male	female	
address	city	zone	
previous address	citizen	alien no.	
marital status	married	single	divorced
separated	widower	widow	husband
spouse	dependents		
height	feet	inches	weight lbs.
color	hair	eyes	
own	rent	home	
date of birth	month	day	year
educational history		elementary	junior high
high school	vocational	college	graduate study
employment	work experience	job and duties	position
salary	reasons for leaving		
health	eyesight	hearing	
recreation	hobby	sports	
references	name	position	address
signature	date	print	social security number

PERSONAL RESUME

Name in full

Address:

Personal Data:
height-
weight-
age-
marital status-
dependents-
health-
draft status-

Education:

Extracurricular interests:

Military service: branch:
highest rank-
type of discharge

Position Sought:

Goal-

Salary desired-

Background for this position:

(2)

General Background:

Additional Information:

Former Employment:

1. **Name of employer**
   address

   Position Held

2. **Name of employer**
   address

   Position Held

3. **Name of employer**

   Position Held

References:

APPLICATION FOR EMPLOYMENT

DATE: ____________

PRINT ALL INFORMATION CLEARLY

PERSONAL DATA

Name: LAST FIRST MIDDLE MAIDEN SPOUSE'S NAME

Address: NO. STREET CITY STATE

SOURCE OF REFERRAL:

How long at this address?

Previous address:

Telephone No.

Marital Status:

No. of dependents:

Social Security No:

Date of birth :

Height: Weight: Sex:

Draft Status :

Citizenship Status : ☐ U.S. Citizen ☐ Resident Alien ☐ Visitor ☐ Non-Res Alien

Date Naturalized:

Naturalization No:

Have you any disabilities? ☐ Yes ☐ No

If so, specify:

Have you ever made a compensation claim? ☐ Yes ☐ No -if so details :

Notify in case of emergency -

Name :

Address :

Telephone no. :

Position desired :

Salary Desired:

EDUCATION

	Name of school	Location	Graduated	Average	Dates Attended	Subject
elementary						
high						
college						
other						

List any extra-curricular activities:

EMPLOYMENT

List previous employment record (Begin with current or most recent)

DATES	Name & address of employer	Kind of Business	- Job	Duties	Salary Start-End	Reason for leav
From - To						

Personal References (exclude relatives or employers)

Name	Address	Telephone number	Occupation	Years Known
1.				
2.				
3.				
4.				

General Information

Have you ever been arrested? ☐ Yes ☐ No.

If so, indicate date, offense. Place :

Were you acquitted ☐ convicted ☐

Have you ever been bonded? ☐ Yes ☐ No Ever been refused bond Yes ☐ N ☐

List any special skills, hobbies, interests :

Military Record

Branch of Service :	Date of Induction:	Date of Separation:	Rank or Rate:
Service Number :	Reserve Status:	Type of Work Done in Service:	Type of Discharge:

Do you have any service-connected disability? ☐ Yes ☐ No. If yes specify:

I certify that the information in this application is correct and complete to the best of my knowledge and belief. I realize that misrepresentation of facts on this application will be sufficient cause for rejection of this application or dismissal after employment.

Signature ____________

VOCABULARY

DATA: Information

MAIDEN NAME : (For Married Women Only) Last name before marriage.

SPOUSE : Husband or Wife.

NO. : Number

PREVIOUS : Before, In the past.

MARITAL STATUS : State whether you are married, single, divorced, widowed, or separated.

DEPENDENTS : Those who rely on you to pay for all or most of their food, clothing, and shelter. You may count yourself.

CITIZENSHIP STATUS: State whether you are a U.S. Citizen or a Resident Alien (from a foreign country but living here), or a non-Resident Alien (from a foreign country but not yet considered to be living here permanently).

SOURCE OF REFERRAL : Who or what gave you the idea to apply at this place for a job.

IN OUR EMPLOY : Having a job at this place.

DEPARTMENT : The particular section of the company - Examples : Machine Shop Mailroom, Packaging. If the Company did not have departments, leave blank.

RELATION : What connection you have with the person. Examples: Brother, Aunt, Friend, Pastor.

POSITION : Type of work or Title of Job. Examples: Typist, Assembly-Line Worker, Cashier.

DRAFT STATUS : (For Males Only) State whether you have been in the service or not - and if not, how you are classified (A-1, A-D, etc.,)

DISABILITIES : Any handicap or physical problem which makes it hard or impossible to do some kinds of work.

SPECIFY : Explain in more detail. - Tell more about it.

COMPENSATION CLAIM :	Claim made to collect money for a disability.
NOTIFY :	Call or get in touch with.
SALARY :	Amount of money a year. If paid by hour or week, fill this in.
AVERAGE :	Grade most often given at that school.
EXTRA-CURRICULAR:	Activities outside of regular classes. Examples: Clubs, Sports, Committees, etc;
CURRENT :	Now, at the pessent time.
MOST RECENT :	Last one.
EARNINGS :	Salary or Wages.
REFERENCES :	People whom the employer can write to get information about you.
EXCLUDE:	Leave out.
OCCUPATION :	Type of job.
ACQUITTED :	Found Not Guilty.
CONVICTED :	Found Guilty.
BONDED :	Insurance for an employer against you while working for him.
INDUCTION :	Date started active duty.
SEPARATION :	Date left active duty.
RESERVE STATUS :	State whether you are active, inactive, or none.
TYPE OF DISCHARGE:	State whether you had an honorable, dishonorable, general, or medical discharge.
CERTIFY :	Swear to it.
MISREPRESENTATION:	False or dishonest information.
SUFFICIENT :	EHOUGH
REJECTION:	Turned down.
DISMISSAL :	Fired from the job.
SIGNATURE :	Write (Don't Print) your name.

HELPFUL POINTS IN FILLING OUT THE APPLICATION

Print All Information Clearly

This means PRINT, NOT WRITE. This means CLEARLY, NOT MESSY. The employer will most likely believe that a person who was neat and careful in filling out the application, will be neat and careful on the job. If you make a mess of one application you may ask for another blank to copy it over.

Source of Referral

It is not necessary to name a person here, unless it is someone in their employ or a professional person whom they know. In either case, list both the name and the person's position. Otherwise, just fill-in friend, vocational counselor, want-ad, advertisement or "None."

Marital Status

State whether or not you are married.

Whom Do You Know In Our Employ

A word of advice - it would not be too smart to list Joe Blow who recently was caught stealing from the company, or Mary Berry who never shows up for work and has been threatened to be fired. Although it is unfair, an employer will often judge you on the basis of your friend's work.

Salary Desired

You could leave this blank unless there is an amount which you feel is the lowest wages you would want to work. Otherwise, you could fill in what you know is the average salary or wages for the position you want.

Education

If you have passed a high school equivalency test, be sure and include this information. If you are not a high school graduate, write the highest grade you completed.

Graduated

If graduated, give date: if not, leave blank. If they also include a blank for DEGREE, you may leave it blank unless you have a special kind of certificate other than a high school diploma.

Subject

They are interested here in whether you have been trained in any special area - such as business or a trade, etc. Otherwise, fill in "general".

Extra-Curricular Activities

List as many of these as possible. If you ever held an office or had any position of responsibility, be sure to include this. This section means to list clubs, YMCA, Boys Clubs, and special groups.

Previous Employment - Duties

Be as complete as possible. The more types of experience you have, the better. List types of work you did at the other places where you worked.

Personal References

These should be people who know your abilities and ambitions. It would be best to list people who are in such a position that the employer will respect their opinion. Suggestions: vocational counselors, teacher, priests, minister, or rabbi, someone from Mobilization for Youth, a probation or parole officer, a doctor, an owner of a business, social worker, or community center worker; a good neighbour.

Have You Ever Been Arrested

It would be unnecessary to count traffic violations or very minor arrests.

Do You Have Any Special Skills, Hobbies, or Interests

As in the case of extra-curricular (clubs, etc.,) activities and job duties, it is important to list as many as possible.

Signature

By signing your name here you are swearing that all the information you have put down is true. Most applications will have a statement like this to sign. Be sure and check back to make sure you answered all the questions honestly. It is necessary that you write, not print, your full name.

TEMPORARY JOBS AGENCY:
23 LEXTINGTON, N.Y. 17, N.Y.

APPLICATION BLANK FOR TEMPORARY JOBS:

NAME: ____________________ MALE____ FEMALE________

MARRIED:__________ SINGLE:__________ DIVORCED:__________ OTHER:__________

ADDRESS:____________________ TELEPHONE________

AGE:__________ DEPENDENTS:____________________

WHAT KIND OF JOB DO YOU APPLY FOR: (CHECK ONE OR MORE)

PORTER, MAINTENANCE, CLERICAL, KITCHEN HELP, FACTORY HELP,

HOTEL HELP, HOTEL CLERK, MESSENGER, CLEANER, GUARD,

CARWASHER, MOVER, PLUMBERS HELPER ELECTRICAL HELPER,

MECHANICAL HELPER, OTHER:____________________

DO YOU DRIVE?__________________ DRIVERS LICENSE:______________

DATE:____________________ SIGNATURE:____________________

INTERVIEWER REMARKS:

CHASE MANHATTAN BANK

APPLICATION FOR EMPLOYMENT

BUILDING MAINTENANCE ASSISTANT

Date:

Name: Last. First. Middle: ______________________________

Address: ______________________________ **Telephone** ____________

Marital State: ______________ **Male** ______ **Female** _____ **Height:** ___ **Weight** ____

Year of Birth __________ **Military Service:** ________ **How many years:** _________

Years of elementary school: ______ **High School** _________ **Ohher** _______________

CHILDREN: **DEPENDENTS:** ______________________________

EMPLOYMENT:

Name of Employer **Address: Dates:** **Kind of Business** **Reason for Leaving:**

1. ______________________________

2. ______________________________

3. ______________________________

REFERENCES:

NAME **ADDRESS(TEL)** **BUSINESS OR OCCUPATION**

1.

2.

3.

DESCRIBE EXPERIENCE IN BUILDING MAINTENANCE:

DO YOU POSSESS SKILLS: (CHECK) SOME PLUMBING ______________________________

ELECTRICAL APPLICANCES ____________________

WOODWORK ______________________________

OTHER: ______________________________

Signature:

JOB ORIENTATION IN NEIGHBORHOODS
CITY OF NEW YORK

APPLICATION FOR EMPLOYMENT

Social Security No.- ____________

1. NAME IN FULL (Please Print)____________AGE___YEARS___MONTHS___
2. WHERE DO YOU LIVE?____________
3. DATE OF YOUR BIRTH____________
4. WITH WHOM DO YOU LIVE?____________RELATIONSHIP____________
5. FATHER'S FULL NAME____________HIS OCCUPATION____________
6. FOR WHOM DOES YOUR FATHER WORK?____________
7. YOUR TELEPHONE NO.____________OR NEAREST TELEPHONE AT WHICH YOU CAN BE REACHED____________
8. HOW LONG HAVE YOU LIVED IN THIS CITY?________DO YOU OWN A BICYCLE?___
9. HOW LONG HAVE YOU BEEN RIDING?_______ARE YOU FAMILIAR WITH THE CITY TRAFFIC REGULATIONS?________
10. DO YOU ATTEND SCHOOL NOW?_______NAME OF SCHOOL__________HRS.___GRADE_
11. IF NOT ATTENDING, GIVE NAME OF LAST SCHOOL____________
12. WHAT WAS LAST GRADE COMPLETED BEFORE LEAVING?__________DATE LEFT____
13. IF PREVIOUSLY EMPLOYED BY THIS COMPANY, STATE WHERE__________APPROX. WHEN____
14. HAVE YOU EVER BEEN EMPLOYED BY ANYONE ELSE?______GIVE FOLLOWING RECORD OF LAST TWO POSITIONS:

	LAST POSITION	ONE NEXT TO LAST
NAME OF EMPLOYER		
ADDRESS		
TELEPHONE NUMBER		
KIND OF BUSINESS		
WHAT WERE YOUR DUTIES		
DATE BEGAN		
DATE LEFT		

15. IF NOT PREVIOUSLY EMPLOYED GIVE THE NAMES AND ADDRESSES OF TWO PEOPLE NOT RELATIVES OR CLERGYMEN OF ANY FAITH AS REFERENCES:

__________	__________	__________
NAME	ADDRESS	TELEPHONE NO.
__________	__________	__________
NAME	ADDRESS	TELEPHONE NO.

16. I Certify that the information given by me in answer to the above questions is correct to the best of my knowledge and recollection and I hereby authorize _________ to investigate all statements and references given herein and if found to be false agree that this will constitute sufficient grounds for dismissal. I understand that I will not be considered a regular employee until I have satisfactorily completed the required probationary period of employment. I promise to perform my duties faithfully and to obey all City Traffic Regulations as well as the safety rules of the _________ Company.

__________	__________19_____	__________
CITY	DATE	SIGNATURE OF APPLICANT

TO BE ANSWERED BY APPLICANT THROUGH EMPLOYING REPRESENTATIVE

17. What form of recreation do you like best?____________________
18. What kind of books or reading matter interest you most?____________
19. Looking to the future, in what line of work are you most interested?___________________________.
20. If you are not in school, are you doing any studying on your own account?___________If so, what subjects are you studying?__________
21. If not in school or studying on your own account, are you doing any work of a Mechanical or other nature? If so, explain:_____________
____
22. Give name and occupation of person who sent you to us for employment.
____
____
____

TO BE FILLED OUT BY INTERVIEWING REPRESENTATIVE

Description:
Height___________Weight________Color of Eyes_______Color of Hair_________
Visible Identification Marks__________________________________
Determine through questioning whether applicant has been involved in an accident: If so, describe briefly:______________________________
____
____
____
Vision Test (Where given) Right_______ ________/Left_________/_________
Is working certificate on file (if required)? _____________________
If working certificate is not attached, what proof of age was offered____
____
Riding Test Observed and equipment inspected by______________________
Do references justify employment?________________________________
In my opinion applicant measures up to requirements for employment.
Interviewing Representative______________
Employed_____________19________ Assigned to________________Office________
Rate of Pay____
____

Use this form for new applicant only. Submit form W-4. Union checkoff and Welfare Authorization cards with this application.

PLEASE PRINT

ALLIED
WORLDS FAIR DIVISION

Name Last First Middle | Sex: M ___ F ___ Tel. No. | Social Security

Address City Zone State | Apt. # | Number of Dependents ☐ | Number of Children ☐

Previous Address City Zone State | Previous Address. City Zone State | Citizen Yes No | Alien No.

Marital Status ☐ Married ☐ Single ☐ Divorced ☐ Separated ☐ Widow(er) | Height Ft. In. | Weight lbs. | Color Hair | Color Eyes

In case of emergency notify | Address | City | Zone | State | Tel. No.

Own Home Yes ☐ No ☐ | Rent Home Yes ☐ No ☐ | Live with Parents Yes ☐ No ☐ | Other | Date of Birth Mo. Day Yr. | (The New York Law against discrimination prohibits discrimination because of age)

Physical Defects Yes ☐ No ☐ | If yes, describe | Ever refused bond Yes ☐ No ☐

Previous Injuries or Illnesses Yes ☐ No ☐ | If yes, state nature and date: | Do you object to being fingerprinted Yes ☐ No ☐

Ever Arrested Yes ☐ No ☐ | Indicted Yes ☐ No ☐ | Disposition | Any Wage Assignments Garnishments or Litigation Yes ☐ No ☐

Chauffeur's License Yes ☐ No ☐ | State | Operator's License | State | License # | Any Driving Violations Yes ☐ No ☐

EDUCATION AND TRAINING

Grammar School: Years ☐ High School: Years ☐ College: Years ☐ Degree: ☐

What foreign language do you speak | Any Trade License What kind Yes ☐ No ☐ | Other skills

EMPLOYMENT HISTORY FOR PAST 10 YEARS

Names and Addresses of Past Employers (Begin with Most Recent)	Dates Worked From	Dates Worked To	Position	Salary	Duties and reason for Leaving

U.S. MILITARY SERVICE

Entry Date	Discharge Date	Type Discharge	Rank	Branch	Duties:	Present Draft Status:

Any friends working for this company Yes ☐ No ☐ | If yes, who and where?

Any Relatives working for this company Yes ☐ No ☐ | If yes, who and where?

Have you made previous application with this company Yes ☐ No ☐ | If yes, when?

Position desired | Referred by

I hereby affirm that my answers to the foregoing questions are complete, true and correct, and I understand that misrepresentation or omission of facts called for in this application or other company records will be cause for immediate dismissal. In addition, I authorize this company to verify any and all information contained in this application and to inquire into my character, ability and habits from former employers and others, and I release all concerned from any liability in connection with any information they give. I understand that my employment is for no definite period of time, and may, regardless of the date of payment of my wages or salary, be terminated at any time without notice and without further payment of wages or salary other than those earned prior to such termination. I understand my employment shall be in accordance with the terms of any applicable Labor agreement. Finally, I am aware that I will be subject to the company's requirements regarding medical examination.

Date:

Applicant's Signature ____________________

CONSOLIDATED TOOL CO.

APPLICATION BLANK.

NAME: ____________________ DATE: ________
LAST FIRST MIDDLE

ADDRESS: ____________________ CITY: ________ STATE: ________

TELEPHONE: ____________

BIRTH DATE: ____________ HEIGHT: ______ INCH ______ WEIGHT: ________

MARRIED: ______ SINGLE: ______ DIVORCED: ______ SEPARATED: ____ MALE: ___ FEMALE_

LIST ANY PHYSICAL DEFECT WHICH MAY INTEREERE WITH YOUR WORK: ________

____

MILITARY SERVICE: ARMY: ____ NAVY: _____ MARINES: ______ OTHER: ________

DATES OF MILITARY SERVICE: __________ DISCHARGED: HONORABLY: ____ YES __ NO __

____

EDUCATION:

YEARS IN ELEMENTARY SCHOOL: (CIRCLE HIGHEST YEAR COMPLETED) YRS. 4 5 6 7 8

High School (Name) ____________ Location ____________ Years ________

College (Name) ____________ Location ____________ Years ________

Business or
Trade School ____________ Location ____________ Years ________

Night or
Other School ____________ Location ____________ Years ________

____

Training: Retraining or any other training: List name of program, location, month of attendance etc.

____

____

PREVIOUS EMPLOYMENT:

LIST EMPLOYER, TIME SPENT AT EACH PLACE OF WORK, KIND OF WORK YOU DID:

1. ____________________

2. ____________________

REFERENCES: LIST 3 REFERENCES , NOT RELATIVES WHO COULD GIVE INFORMATION ABOUT YOU: USE OPPOSITE PAGE.

To be filled out and
signed by applicant

MEDICAL REPORT

NAME__________ AGE_____ SEX_____ MARRIED SINGLE WIDOW

HEIGHT_______ WEIGHT_________ GENERAL HEALTH: GOOD FAIR POOR

FOR WHAT POSITION ARE YOU APPLYING?__________

HAVE YOU EVER BEEN EXAMINED FOR EMPLOYMENT BY THIS COMPANY?__________

IF EMPLOYED AT THAT TIME, BETWEEN WHAT DATES DID YOU WORK?__________

CLINICAL HISTORY	Answer Yes or No	Explain any items to which the answer is Yes, giving dates and results.
1. Epilepsy, fits, convulsions mental or nervous breakdown, or other nervous disease?		
2. Any disease of the heart, high blood pressure, dropsy, shortness of breath, varicose veins?		
3. Any disease of the lungs including tuberculosis, pleurisy, pneumonia, bronchitis?		
4. Any disease of the stomach, intestines, gall bladder, or other abdominal or pelvic organ?		
5. Any disease of the kidneys or bladder including stones, pyelitis, cystitis, diabetes?		
6. Any disease of the eyes, ears, mastoid, sinuses, tonsils, teeth, skin, glands?		
7. Rheumatism, arthritis, neuritis, or any disease of the bones, joints or muscles?		
8. Asthma, hay-fever, anemia, low blood pressure?		
9. Have you had:		
(a) A back injury?		
(b) Any other injury or deformity?		
(d) A hernia or rupture?		
(e) A surgical operation?		
10. Have you ever been confined to a hospital or sanatorium?		

MEDICAL REPORT (Continued)

CLINICAL HISTORY	Answer Yes Or No	Explain any items to which the answer is Yes giving dates and results.
11. Have you ever received Workman's Compensation Benefits?		
12. Have you had any diseases other than those listed?		
13. When were you last vaccinated against smallpox? Do you have a scar?		
14. Have you any physical or nervous condition which you think should be considered in placing you?		

I certify that the information given by me in answer to the above questions is correct to the best of my knowledge and recollection, and I hereby authorize The____________Company to investigate all statements given herein and, if found to be false, I agree that this will constitute sufficient grounds for dismissal.

Date__________________19________Signature of Applicant____________________

ABBREVIATIONS USED IN EMPLOYMENT FORMS AND ADS

Ans.: Answer

Appt.: Appointment; a time for meeting to talk about the job

Attr.: Attractive, good-looking

Bldg.: Building

Bus.: Business

Co.: Company

Comm.: Commission

Dept.: Department

Drv. lic.: Driver's license

Eve.: Evening, night

Excel.: Excellent, very good

Exper.; ex.: Experience; what you have worked at before

Gd. sal.: Good salary

Hr.: Hour

Hrly.: Hourly

Hskpr.: Housekeeper

Hswk.: Housework

Lt.: Light; does not involve much of this work

Maint.: Maintenance

M/F: Male or female--the job is open to either

Mech.: Mechanic or mechanical

M-F.: Monday through Friday

Mo.: Month

Natl.: National

Nec.: Necessary

Pt. time: Part-time job

Per hr.: Per hour; each hour

Perm.: Permanent

Per mo.: Per month; each month

Per wk.: Per week; each week

Ref. req.: You must send references when you apply

Rel.: Reliable

Sal.: Salary

Sm.: Small; some

Start: Starting, to start out with

Temp.: Temporary job

Trans.: Transportation

Trk.: Truck

Typ.: Typing

Wk.: Week or work

Wkdys.: Week days

Wkly.: Weekly, each week

Yr.: Year

Yrly.: Yearly; each year

&: And

$$: Dollars, money

BEING INTERVIEWED BY THE EMPLOYER

PURPOSE: To teach trainees proper interview behavior and to develop trainee's confidence and ease of expression.

CONTENT: The interview provides the job applicant with the opportunity of demonstrating to the prospective employer that he is interested in the job and that he is a promising candidate.

1. He can arrange for an appointment for the interview by letter, telephone, or a visit to the office.

2. He must prepare himself for the interview by self-review. A reminder card to aid the trainee in stating his qualifications should be brought to the interview along with his Social Security card. The reminder card should include the following information:

a) Personal data: name, address, and telephone number or nearest telephone at which the trainee can be reached.

b) School history: schools and dates attended, type of course studied, courses liked, last grade attended, and plans for continuation of school.

c) Work experience: names and addresses of past employers, jobs and duties, dates worked, salaries, and reasons for leaving.

d) Military experience and draft status: educational and vocational training, job experience and duties, rank and present draft status.

3. He must prepare himself for the interview by learning about the business firm and the job for which he is applying so that he can discuss them intelligently.

4. Proper interview behavior begins with a clean, neat personal appearance. The trainee should wear a white shirt, tie and a jacket, and carry a handkerchief or tissues. He should have his hair combed, nails cleaned and shoes polished.

5. The trainee should arrive a few minutes earlier than the appointed time. If applicant arrives very early, there usually are magazines, newspapers, etc., available in the reception office. An applicant arriving too early should not even go up to the office, but should pass time having a cup of coffee or taking a walk around the block. There is no excuse for arriving late to the interview, as the interviewer has a busy schedule and the trainee is just one of many applicants he sees in the course of a day. If the trainee cannot keep the appointment, he should call the interviewer as soon as possible to reschedule his appointment. Courtesy to the receptionist, the interviewer, and the elevator operator are of primary importance.

6. Being polite during the interview, speaking clearly, not fidgeting, sitting erect in the chair, placing feet firmly on the ground, not chewing gum, shaking hands before and after the interview, are an important part of interview behavior.

7. If the trainee is accepted for employment, it is important for him to learn what his duties will be, the hours of work, the wages, and when and where he should report to work.

CONCEPT: During the personal interview the employer gets a good idea of what kind of person the applicant is. Therefore, the applicant must sell himself and make a good impression.

INTERVIEW VOCABULARY

Agency: An employment agency.

Appearance: How you look and dress.

Application form: The form you fill out to get the job.

Apply: To see about getting the job.

Apply in person: To go to see about getting the job in person, not by telephone or letter.

Apprentice: A person learning a job.

Assistant: A person who helps another person on a job.

Box___: The address to which you write for information about the job, either at the newspaper or at a post office.

Counter girl: A girl who serves food at a counter.

Day or night shift: To work in the daytime or at night.

Dues: The money that members of a union must pay to belong to it.

Employ: To hire a person to work.

Employee: A person who works for another person or company for wages.

Employer: A person who hires the services of others.

Fee paid: The employer pays the employment agency's fee.

Fee refunded: The employer will pay you back the employment agency fee.

Fringe benefits: The many things that a company does for an employee besides paying him wages, such as insurance, vacations, and sick leave.

Full-time: To work a regular day.

Future: Shows there is a chance to get promotions with the company.

Girl Friday: A girl who does a little bit of everything in an office.

Good references: You must be able to give the names of reliable people who will speak well of you.

Helper: One who helps on a particular job.

Hourly rate: The money you will receive for an hour's work; or, you will be paid by the hour.

INTERVIEW VOCABULARY (Continued)

Interview: A personal meeting with an employer.

Laborer: A person who works with his hands.

Manager: A person who directs or handles the affairs of a business.

Minor: A person who is under 18 years of age.

Openings: There are jobs available for which you can apply.

Own transportation: You must have your own car.

Part time: To work only part of the working day, week ends, or after school.

Permanent: A full-time job that will not end after a certain period time.

Personnel mangger: The person in a company who is responsible for hiring people.

Receptionist: A girl who sits at a desk and greets people who enter an office.

Register: To apply for a job.

Reliable: A person who can be counted on.

Salary: The money you get paid for working.

Salary open: The salary will be agreed upon between the employeer and the employer.

Salary plus bonus: In addition to a regular salary, anc extra sum of money will be given, depending on how the person works.

Solicitor: A person who sells something by telephone or goes from door to door.

Steady Advancement: As a person's work gets better, he will be promoted.

Subscription: What people buy when they order a magazine through a salesman.

Temporary: A job that is only for a certain period of time.

Trainee: A person who will be learning a job.

Uniform: A particular type of clothing worn for a particular type of job, such as a nurse's uniform or a waitress' uniform.

Union: A group of people who have joined together to get better working conditions and wages.

Will train: A company will train a person while he is working on the job.

INTERVIEW VOCABULARY (Continued)

education	employment	employer	employee
position	occupation	job	work
factory	store	office	operator
skill	experience	supervisor	
reference	recommendation	identification	signature
personnel office	employment office	conduct	courtesy
telephone	qualifications	industry	
boss	foreman		crew-chief
production manager	manager	hours of work	wages
weekly salary		hourly wage	
fringe benefits	vacation	sick leave	holidays
hospitalization	Blue Cross	Blue Shield	HIP
life insurance	unemployment insurance		disability
workmen's compensation			

EXERCISES

1. Role-playing of personal interview.
2. Dramatize the situation of trainee applying for a job by interview. Place on blackboard a copy of help-wanted ad for a messenger or stock clerk, and discuss the following questions: If you were an employer what would you look for and ask in the interview? What courtesies would you show?
3. For contrast trainees study and understand the following remarks, and discuss what's wrong: "I ain't got a social security card. Maybe, if you've got a good paying and easy job for me, I'll go down and get it, if you tell me where to go. So let me know, will ya?"
4. Class members relate their experience in a personal interview.
5. The telephone is used to practice asking for an appointment for an interview.
6. The class writes a letter requesting an interview.
7. Each trainee makes his own memory card.

FILMS to be secured from BAVI Central Loan Collection

1.	"Getting a Job"	Producer E. B.	16 minutes
2.	"Personal Qualities for Job Sucess"	Coronet	11 "
3.	"Getting a Job"	Bowmar, Stanley	#23400.15
4.	"The Job Interview"	Eye-Gate House	#22480.13
5.	"Selling Yourself to an Employer"	McGraw Hill	#21410.12

MEETING THE RECEPTIONIST AT THE EMPLOYMENT OFFICE

Applicant: Good morning.

Receptionist: Good morning. May I help you?

Applicant: I am looking for a job.

Receptionist: What kind of job do you want?

Applicant: I have experience as a packer. I want a packing job.

Receptionist: The interviewer is out to lunch now. Would you mind waiting a few minutes?

Applicant: I have the time and I am anxious to work. I will wait.

Receptionist: While you wait, please fill out this application.

Applicant: Thank you. Do you have a pen that I can use?

Receptionist: Yes, sit at the desk and there you will find a pen.

EXERCISES

Match columns I. and II:

I.	II.
1. Fill out	a. this application
2. I am anxious	b. to work
3. Good	c. you
4. May I	d. help you?
5. Thank	e. morning
6. Would you	f. mind waiting?

Complete these sentences:

1. Good ________.
2. May I ________?
3. Please fill out this________.
4. I have ________________ as a packer.
5. Thank ________.

Answer these questions yes or no and in a complete sentence:

1. Do you have a pen?
2. Are you busy?
3. Do you have experience?
4. Are you looking for a job?

Use the following words in original sentences:

1. experience
2. interviewer
3. wait
4. fill out
5. anxious

THE EXERCISES OF THE FOLLOWING DIALOGUE ADAPTATION CAN BE USED WITH ALL THE OTHER DIALOGUES OF THE CURRICULUM:

A. **PERSONALIZED CONVERSATION:** Question-answer practice between instructor and trainee is based on the dialogue.

I. I am anxious to work. Are you anxious to work?
T. Yes, I am anxious to work.

I. I have a pen. Do you have a pen?
T. Yes, I have a pen.

B. **RELAY DRILL:** Question-answer practice is begun by the instructor and continued from trainee to trainee.

I. I am anxious to work. Are you anxious to work?
T. Yes, I am anxious to work.
I. Ask Juan -- Are you anxious to work?
T. Juan, are you anxious to work?
T. Yes, I am anxious to work.
I. I am anxious to work. Are you anxious to work?
T. Yes, I am anxious to work.
I. Ask Roberto if he is anxious to work.
T. Roberto, are you anxious to work?
T. Yes, I am anxious to work.

C. **DIRECTED DIALOGUE:** Question-answer practice between two individuals is directed by the instructor.

I. Ask me -- Are you anxious to work?
T. Are you anxious to work?
I. I am anxious to work.
I. Ask Juan -- Are you anxious to work?
T. Juan, are you anxious to work?
T. Yes, I am anxious to work.

Do the same for the following examples:

1. I. I am looking for a job. Are you looking for a job?
   T. Yes, I am looking for a job.
2. I. I am interested in work. Are you interested in work?
   T. Yes, I am interested in work.
3. I. I am busy now. Are you busy now?
   T. Yes, I am busy now.

D. **REPETITION DRILL of "have":** first and second persons, singular and plural. This exercise should be practiced until the pattern is learned.

Instructor	Trainee
I have a pen. We have a pen Juan and I have a pen. You have a pen.	Repeats each line after the instructor
He has a pen. They have a pen. Juan and Luis have a pen. She has a pen. They have a pen. Who has a pen?	Repeats each line after the instructor.

E. TRANSFORMATION DRILLS

1. Change from singular to plural and vice versa:

I have experience.	We have experience.
You have experience.	You have experience.

II. Change noun to pronoun:

Ana has experience.	She has experience.
Rosita and Juan have experience.	They have experience.

III. Change from affirmative to negative:

Do you have experience?	Do you not have experience?
They have experience.	They do not have experience.

IV. Change from declarative to interrogative:

You have experience.	Do you have experience?
They have experience.	Do they have experience?

F. RESPONSE DRILLS

I. Yes-No questions

Do you have experience?	Yes, I have experience.

II. Choice questions

Do you or do you not have experience?	Yes, I do have experience.

III. Cued response

Do you have experience?	Yes, I have experience as a packer.

IV. Complete answers

What experience do you have?	I have experience as a packer.
Who has experience?	Pablo has experience.

THE INTERVIEW

Interviewer: What is your name?

Applicant: My name is Juan Dominguez.

Interviewer: I don't understand. Say your name slowly please.

Applicant: Juan Dominguez.

Interviewer: I don't understand. Say your name slowly please.

Applicant: Juan Dominguez.

Interviewer: I understand now, thank you. Sit down please.

Applicant: Thank you.

Interviewer: What job are you looking for?

Applicant: I worked as a sales clerk. I liked my work, but business was slow and I was laid-off. I am looking for a sales clerk job.

Interviewer: What store did you work at?

Applicant: I worked at the grocery on my street.

Interviewer: May I call your employer?

Applicant: Yes, his name is Mr. Louis. His telephone number is Le 4-3862.

Interviewer: We have a sales clerk job open. Can you add numbers quickly?

Applicant: Yes, I am fast with numbers.

Interviewer: Good. I like you and I think you can do the job. I will call Mr. Louis to get his recommendation. Would you please wait outside in the reception office?

Applicant: Yes, I will wait. Thank you.

EXERCISES:

Match columns I and II:

I.

1. Say your name
2. What is
3. I am fast
4. What job
5. May I call

II.

a. are you looking for?
b. you employer?
c. your name?
d. with numbers
e. slowly please

Answer the following questions in complete sentences:

1. What is your name?
2. What job are you looking for?
3. Have you ever worked?
4. Can you add numbers quickly?
5. What does a sales clerk do?

IMPORTANT OBJECTIVE:

It is essential for job interview success to develop in trainees an appreciation of grooming and neat appearance. Topics to be discussed are:

1. keeping clothes clean and pressed
2. polishing shoes - instructor may bring shoe polish and teach trainees how to use it
3. having clean face and hands; combing hair
4. having enough rest and sleep so that trainees are wide awake; discuss how we feel when we have not had enough sleep.

THE EMPLOYMENT INTERVIEW

Interviewer:	What is your name?
Interviewee:	My name is Joseph Moralez.
Interviewer:	Where do you live and with whom?
Interviewee:	I live at 1230 Lexington Avenue, New York 29, New York. I live with my mother and father.
Interviewer:	How long have you lived in New York City?
Interviewee:	I have lived in New York City about six years.
Interviewer:	How old are you and when were you born?
Interviewee:	I am twenty years old and I was born on February 8, 1947.
Interviewer:	Are you married?
Interviewee:	No, I am single and I have no dependents.
Interviewer:	Have you ever worked before? If so, where?
Interviewee:	My last job was for six months as a general helper in John's Bargain Store. Before that, I worked as a packer in a factory for nine months. Before that, I worked as a stock clerk and delivery boy in a market for one year.
Interviewer:	How far did you go in school?
Interviewee:	I completed the tenth grade and dropped out half way through the eleventh grade.
Interviewer:	What high school were you attending and what was your major course of study? Why did you leave school?
Interviewee:	I went to Metropolitan High School, took cabinet making, but left because of financial pressure at home. My mother was sick and my father was unemployed.
Interviewer:	Why did you leave your last job?
Interviewee:	I wasn't making enough money. It was only fifty dollars a week.
Interviewer:	We can only pay you sixty-two dollars a week, but after three months if you do well, we will give you a five dollar a week raise. You will begin as an office boy making some deliveries and if you are interested, you can learn how to file and type. If you are interested, ask my secretary for a withholding slip and report in Monday at 8:45 A.M.

Interviewee: Thank you sir but before I leave do I get any benefits?

Interviewer: You get one sick day a month, seven holidays and two week's vacation after one year of consecutive employment. There is also hospitalization, Blue Cross and Blue Shield.

Interviewee: Thank you. I will be here Monday morning at 8:45.

TIPS TO REMEMBER FOR THE JOB INTERVIEW

1. Before the interview, learn all you can about the job you are applying for.
2. Be ready to give your qualifications for the job.
3. Be ready with the names and addresses of three persons you wish to use for references. Be sure you have asked these persons whether they are willing to have you use their names as references.
4. Be neat and clean. Wear suitable, well-pressed clothes. Shine your shoes.
5. Go alone. The interviewer wants to talk to you.
6. Show an interest in the job being discussed even if you find you don't want it.
7. Think carefully before answering each question; then use good English and speak clearly. Listen part of the time. Don't do all the talking!
8. Give full information about yourself, but don't brag.
9. Be courteous and polite in all you do and say.
10. If you don't think you're going to get the job, ask about other jobs that might be suitable for you.

PART III.

UNION BENEFITS AND MEMBER RESPONSIBILITIES

A. Benefits

Almost all unions offer some special benefits and services to their members. The most usual ones are the following:

- Sick benefits
- Hospitalization
- Vacation payments
- Free medical service
- Insurance
- Retirement plans
- Free educational and recreational programs
- Free advice and help on personal problems

B. Member's responsibilities to the union

1. pay dues on time; monthly dues range from $3.00 to $3.50
2. find out from steward (the union respresentative in the shop) or from booklets his responsibilities and live up to them
3. attend all meetings of the union so that union government is kept democratic and a small clique does not gain control
4. take complaints about work to the steward; if the complaint is not settled between the steward, the worker, and the foreman, the shop steward will take the matter to his superior officers in the union.

VOCABULARY

member

management

union

local union

unemployment

initiation fee

union book

union card

dues

strike

grievance

WHAT'S ON TELEVISION

Every newspaper gives a listing of television programs for each day. Some newspapers give a listing of programs for the week in their Sunday edition. There are also weekly magazines which give listings of television programs.

These listings help us to plan our television viewing. It is good to plan so that we can make the most of our time and so that we can pick out the programs we like best.

Here is a listing of programs very much like that in the daily newspaper.

TV LISTING

8:30 & 11:00--(9) "Walk Into Hell" (1957. Australian) (120 mins.). Chips Rafferty. Expedition is attacked by savages in the jungles of New Guinea. Color.

9:00--(5) "In Our Time" (1944) (120 mins.). Ida Lupino, Paul Henreid, Nancy Coleman. Poor girl marries an English peer despite objections from his family.

11:20--(2) "They Were Expendable" (1945) (155 mins.). Robert Montgomery, John Wayne, Donna Reed. World War II drama. (7) "Time Running Out" (1959, French) (100 mins.). Dane Clarke, Simone Signoret. Convict's girlfriend helps him break out of a French prison.

--7:30 P.M.--

2--Chronicle
4--Virginian (C)
7--Ozzie and Harriet
9--Special
11--Naked City
13--Mask, Myth, Dream
31--Fire Dept. Course

--8:00 P.M.--

5--Untouchables
7--Patty Duke Show
13--Special
31--Topic

--8:30 P.M.--

2--Glynis
7--Price Is Right
9--Film, "Walk Into Hell" (C)
11--Mike Hammer
13--Court of Reason
31--Viewpoint on Mental Health

--9:00 P.M.--

2--Beverly Hillbillies
4--Espionage
5--Film, "In Our Time"
7--Ben Casey
11--Bold Journey
31--Adventures In Living

--9:30 P.M.--

2--Dick Van Dyke
11--Zane Grey
13--At Issue
31--Latin Amer. Roundtable

--10:00 P.M.--

2--Danny Kaye Show
4--Eleventh Hour
7--Channing
11--Thriller
13--World at Ten
31--News

--10:15 P.M.--

31--Travelogue

--10:30 P.M.--

9--Special (C)
13--Lyrics and Legends
31--Operation Alphabet

--11:00 P.M.--

2,4,7,11--News
9--Film, "Walk Into Hell"
13--Reflections

--11:10 P.M.--

4--Weather
7--Local News

---

1. Where can you find listings of television programs?

2. Give two reasons why you should plan your television viewing.

A. ______________________________

B. ______________________________

WHAT'S ON TELEVISION (Cont'd.)

3. Look at the television listing and answer these questions:

A. What is on channel 7 at 7:30 P.M.? ____________________

B. What is on channel 9 at 8:30 P.M.? ____________________

C. What is on channel 13 at 11:00 P.M.? ____________________

D. In what movie is Simone Signoret playing? ____________________

E. What movie takes place during World War II? ____________________

F. How long is the movie In Our Time? ____________________

4. Write the meaning of each of these words:

newspaper ____________________

listing ____________________

television ____________________

program ____________________

weekly ____________________

daily ____________________

magazine ____________________

viewing ____________________

plan ____________________

5. Write each word in a sentence:

newspaper ____________________

listing ____________________

television ____________________

program ____________________

weekly ____________________

daily ____________________

magazine ____________________

viewing ____________________

plan ____________________

6. Divide these words into syllables:

newspaper

listing

television

plan

HOW TO SECURE A DRIVER'S LICENSE:

STEP 2 PREPARING FOR THE ROAD TEST

When you take the driver's test, you must be with a driver who is at least 18 years old. The person must also have a New York State operator's or chauffeur's license. The driver must remain after the test so that he can drive the car after the test.

When you show up for the test, you will have to present your Learner's Permit, if you have one, and your Road Test Appointment Stub. You also must have one of the car's registration stubs. If your car has to be inspected, the car must carry a valid inspection sticker. The windshield and back window must be free of all stickers except the inspection sticker, when it is required.

As soon as you get behind the wheel of the car, everything you do will be watched by the examiner. There are certain reasons for immediate failure, such as a serious violation, an accident and refusing to follow directions or instructions given to you. Less serious actions carry demerit points, and if you get 16 or more demerits, you fail the test. In other words, if you make less serious mistakes you get marks against you; but you can still pass the test if you have less than 16 marks against you.

If you have passed the test, you will receive in the mail your Learner's Permit stamped "Interim Permit," and you may use it as a regular license until the last day of the next, or coming month. By that time, you should have received from Albany a punch-card license application. Fill out the punch-card application and take it, or mail it, with your #Interim Permit slip and license fee to your Issuing Office where the punch card will be stamped. Part of the punch card will become your regular license. This is your license and yours alone. No other driver may use your license.

1. What must you have with you when you take the driver's test?
2. Who must you have with you when you take the driver's test?
3. List the reasons for immediate failure of the driver's test.
4. What is the highest number of demerits you can have without failing the test?
5. How long is your "Interim Permit" good for after you get it?
6. What will you get from Albany if you passed your test?
   Describe what you do with it.
   What is your regular license?
7. What's a good title for this reading?

If you do not pass the road test, your Learner's Permit and original application for a license are cancelled. The second copy, or carbon copy, or your road test report is mailed to you. If you want to take another road test, you must start all over again from the beginning, getting a new Learner's Permit. However, you will not need to take the preliminary tests (vision, road sign, written, and color tests) over if you apply again before thirty days have passed after your road test failure. You will be asked to show proof of your date of birth and name again, and also you will be asked to show the carbon copy of your first road test report.

To get a classified chauffeur's license you must pass all the tests you have to for an operator's license, plus passing a special chauffeur's written test. Also you must take your road test in the type of vehicle you want to qualify for (you want to get your license for). These types are:

1. tractor-trailer and truck-trailer combinations; 2. Buses; and 3. trucks with a maximum weight of over 18,000 pounds.

Also, there is an "unclassified" Chauffeur license which you need to run a taxicab or to teach in a driving school. The Chauffeur's license are also good for driving cars for which you need an operator's license.

---

1. What are the things you need to have when you apply again for a road test if you failed the first one?
2. What is the way you can avoid taking the preliminary test over again if you are applying for a second road test?
3. What are the three types of vehicles you can try to qualify for with your chauffeur's license?
4. Describe what you can do with an "unclassified" chauffeur's license.
5. What do you get in the mail if you have failed your road test? What else happens if you have failed?
6. Name all the tests you must pass to receive a classified chauffeur's license.

Only one road test is permitted for each application. When you are ready to take your road test, you should take or mail your Road Test Appointment Stub to an Issuing Office and ask for an appointment to take the test. You should not telephone the Issuing Office for an appointment because the stub is necessary for an appointment to be made. If for any reason you later find that you can't keep the appointment you made, you should notify the same Issuing Office at least 24 hours in advance. If you fail to keep your appointment for the road test, they can put your test back at least 20 days.

When you are taking your test, an experienced driver and tester will ask you to show him your skill as a driver. You will not be asked to do anything unlawful, but you will have to follow the instructions and directions of your examiner. You will be expected to drive at a reasonable speed, keep in proper position on the road, use the right lanes for making turns, and show that you understand the right use of the hand and the mechanical directional signals.

The test area (where you will be tested) usually contains several right and left turns, at least one traffic light, a stop sign, and a street where the traffic is pretty heavy. You will be asked to turn the car around in a narrow street, to park your car within 12 inches (1 foot) of the curb by backing into a parking space, and maybe to park your car facing up a hill and then start up again.

---

1. What must you do when you can't keep your appointment for the road test?
2. List five things your test area will have in it.
3. Name two things you will be asked to do by your examiner.
4. What is a good title for this reading?
5. List four things you will be expected to do by your tester.
6. Describe in two or three short sentences how to make an appointment for your road test.

APPENDIX L

MATHEMATICS SKILLS UNITS

MISSING OPERATION SIGN

Put in correct operation symbol: $\boxed{+}$ or $\boxed{-}$ or $\boxed{\text{X}}$ or $\boxed{\div}$

(1) $1 \square 1 = 2$

(2) $1 \square 1 = 0$

(3) $5 \square 9 = 14$

(4) $5 \square 9 = 45$

(5) $9 \square 5 = 4$

(6) $9 \square 5 > 40$

(7) $14 \square 7 = 7$

(8) $14 \square 7 = 2$

(9) $14 \square 7 = 98$

(10) $14 \square 7 = 21$

(11) $81 \square 9 = 72$

(12) $100 \square 10 = 10$

(13) $100 \square 10 = 110$

(14) $35 \square 7 < 6$

(15) $35 \square 7 > 50$

(16) $108 \square 12 = 9$

(17) $8 \square 9 = 17$

(18) $54 \square 9 = 6$

(19) $49 \square 7 = 56$

(20) $83 \square 7 = 76$

(21) $8 \square 12 > 25$

(22) $42 = 7 \square 6$

(23) $23 \square 17 = 6$

(24) $100 = 10 \square 90$

(25) $62 < 9 \square 7$

(26) $4 > 21 \square 7$

INEQUALITIES

= means equals or is the same as.

5 + 5 = 10

but

5 + 5 ? 11   Is 5 = 5 equal to 11?

5 + 5 (is smaller than) 11
(or)
(is less than)

5 + 5 < 11

< means **is less than** or **is smaller than.**

5 + 5 ? 9   Is 5 + 5 equal to 9?

Is 5 + 5 less than 9?

5 + 5 (is greater than) 9
(is more than)

5 + 5 > 9

> means **is greater than** or **is more than.**

Put in correct sign: = or < or >

3 + 4 □ 7
3 x 4 △ 9
15 ÷ 5 ○ 6
11 x 5 ◇ 54
29 ÷ 3 □ 10
55 ÷ 8 □ 7
8 x 8 □ 65
15 ÷ 15 △ 2

3 + 5 □ 7
5 x 8 □ 40
28 ÷ 4 ◇ 9
11 x 4 ◇ 54
56 ÷ 8 □ 7
8 x 8 □ 64
15 ÷ 15 △ 0
16 ÷ 15 ◇ 1

3 + 3 □ 7
9 x 9 △ 75
32 - 14 ○ 18
29 ÷ 3 □ 10
57 ÷ 8 □ 7
8 x 8 □ 63
15 ÷ 15 △ 1
14 ÷ 3 △ 4

INEQUALITIES

- 2 -

50 - 26 ◇ 25

31 ○ 15 + 16

96 △ 12 x 8

8 ◇ 96 ÷ 13

5 △ 9 ÷ 2

51 - 26 ◇ 25

31 ○ 16 + 16

8 ◇ 96 ÷ 12

0 ◇ 0 ÷ 5

52 - 26 ◇ 25

31 ○ 14 + 16

9 ○ 96 ÷ 12

5 □ 0 x 5

REMAINDERS

1. Divide these numbers by 3 and list the remainders:

12
13
14
15
16
17

18
19
20
21
22
23

24
25
26
27
28
29
30

2. What is wrong with these answers? Correct them:

(a)
$$\begin{array}{rl} & 6 \text{ Remainder } 3 \\ 3\overline{)21} & \\ \underline{-18} & \textcircled{6} \\ 3 & \text{Remainder} \end{array}$$

(b)
$$\begin{array}{rl} & 7 \text{ Remainder } 5 \\ 3\overline{)26} & \\ \underline{-21} & \textcircled{7} \\ 5 & \text{Remainder} \end{array}$$

3. (a) List all the possible remainders when dividing by 4.

   (b) Is 3 a possible remainder?

   Is 5 a possible remainder? Why?

4. (a) What are all the possible remainders when dividing by 7?

   (b) Is 5 a possible remainder?

   (c) Is 7 a possible remainder?

5. What are all the possible remainders when dividing by 25?

6. Correct the following problems, if they are wrong:

(a)
$$\begin{array}{rl} 4 & \text{R } 11 \\ 9\overline{)47} & \\ -\underline{36} & \textcircled{4} \\ 11 & \text{Remainder} \end{array}$$

(b)
$$\begin{array}{rl} 7 & \text{R } 3 \\ 8\overline{)59} & \\ -\underline{56} & \textcircled{7} \\ 3 & \text{Remainder} \end{array}$$

(c)
$$\begin{array}{rl} 3 & \text{R } 20 \\ 15\overline{)65} & \\ -\underline{45} & \textcircled{3} \\ 20 & \text{Remainder} \end{array}$$

(d)
$$\begin{array}{rl} 5 & \text{R } 23 \\ 25\overline{)148} & \\ -\underline{125} & \textcircled{5} \\ 23 & \text{Remainder} \end{array}$$

MULTIPLICATION TABLES

	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5		7	8	9	10	11	12
2	2	4	6	8	10	12	14	16		20	22	24
3	3	6	9		15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	2	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	
6	6	12		24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70		84
8	8	16	24	32	40	48	56		72	80	88	96
9	9	18	27	36		54	63	72	81	90	99	108
10	10		30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99		121	132
12		24	36	48	60	72	84	96	108	120	132	144

MODEL LESSON PLAN -- DIVISION LESSON I

Instructions: NO PENCILS! **Materials:** 1 pack of cigarettes

I You've decided that you're going to be generous to the guys who ask for handouts because it's Christmas time. Each time a guy asks you for a cigarette, you're going to give him four. You'll carry an extra pack of cigarettes in your pocket to do it. How many guys can you give to from 1 pack of 20 cigarettes?

(5 what? -- if student calls out "5".)

(a) How did you get your answer?

(b) Here's a pack of cigarettes. Prove to me you're right.

(c) What are you doing with the cigarettes?

(d) What do we call that process?

II You want to feed to each of your horses four pounds of barley. How many horses can you feed from a twenty-pound sack?

(If someone calls out "5" -- 5 guys? 5 what?)

(a) What's different between this problem and the first one? (You're talking about horses and barley.)

(b) If each cigarette were a pound of barley, how could you prove to me your answer is right?

(c) What's the same about both problems?

(d) What question are they both asking? (How many 4's are in 20?)
or
(How many times 4 goes into 20?)

(e) Can you give me another problem which would ask the same question?

(f) How can we write down in symbols the question both problems are asking? $20 \div 4$ or $4\overline{)20}$

Are there other ways of writing the same question?

Write student responses on board.

$4\overline{)20}$ $20 \div 4$ $\frac{20}{4}$

Divide 20 by 4

* $4 \times ? = 20$

* Make certain that this inverse relationship is mentioned as one of the ways of expressing the question asked in division.

III Four friends chipped in to buy a pack of cigarettes. With 20 cigarettes in a pack, how many cigarettes should each one get? (5 what?)

(a) Here are 20 cigarettes; prove to me you're right.

(b) What are you doing with the cigarettes? (Sharing them.)

(c) What's the difference between this question and the first question?

(In the first question, you knew how many cigarettes you'd give, but not to how many people. Here you know how many people, but not how many each person will get.)

What did you know to start with?

What were you looking for?

IV For four horses you use 20 lbs. of barley each week. How many pounds of barley does each horse eat a week? (5 what?)

(a) How is this problem different from the second problem?

What do we know to begin with?

What are we looking for?

(b) How is this problem the same as the last problem I read? What do you have to do with both of them? (Share 20 equally among 4 things.)

(c) Can you give me another example in which we'd be asking the same question?

(d) What do we call the process which we use to get the answer to problem 3 and 4?

(e) What was the same for all four problems? (They're all division problems.)

(f) What is different between the question asked in the first two problems and the question asked in the last two problems?

(g) What two questions does division answer? (Sharing equally and how many times one number goes into another.)

(h) When we are writing these problems in symbols, do we write both questions the same way?

(i) Tell me different ways of writing how to find how many fives are in 20?

DIVISION LESSON PLAN I -- PROBLEMS

I You've decided that you're going to be generous to the guys who ask for handouts because it's Christmas time. Each time a guy asks you for a cigarette, you're going to give him four. You'll carry an extra pack of cigarettes in your pocket to do it. How many guys can you give to from 1 pack of 20 cigarettes?

II You want to feed to each of your horses four pounds of barley. How many horses can you feed from a twenty-pound sack?

III Four friends chipped in to buy a pack of cigarettes. With 20 cigarettes in a pack, how many cigarettes should each one get?

IV For four horses you use 20 lbs. of barley each week. How many pounds of barley does each horse eat a week?

PROBLEMS IN DIVISION: LESSON Ia

Please write down for each problem whether you are asked to share a given amount equally or whether you are asked to find how many times one number is in a given number. Then do the problem.

1. Pepsis cost 12¢ each. You have 48¢ in your pocket. How many pepsis can you buy?

2. You bought a dozen eggs. There are six people for breakfast. How many eggs can you make for each person?

3. The package of bacon has 24 pieces in it. How many strips of bacon can you serve to each of the six people?

4. The teacher needs to move 45 books down 3 flights to the library. She will let each student carry only nine books. How many students will she need to help her?

5. 28 kids are going to a party 10 miles out in the Bronx. There are four cars going. How many kids have to fit into each car?

6. Your cousin left his bicycle with you and six other cousins for the 42 days he's going to stay in Puerto Rico. In order to be fair, how many days should each of you keep the bicycle?

7. You take eight hours to make one coffee table 1½ feet by six feet. How many coffee tables can you make if you work 56 hours one week?

8. You just hit a number and feel good, so you want to treat your friends to a 15¢ beer. How many friends can you treat with 90¢ in your pocket?

9. Five friends walking home down 4th Street late Saturday night found $35. How much should each one get?

10. How many dimes are there in $1.20?

How many nickles are there in three quarters?

How many quarters are in $2.50?

11. You have six word problems to do in one hour on your Math test. How many minutes should you take for each problem to give each problem the same number of minutes?

PROBLEMS IN DIVISION -- LESSON Ib

Please write complete answers.

1. You have 33¢ to buy hard rolls. Each hard roll costs 6¢, each soft roll costs 5¢. How many hard rolls can you buy? How much money do you have left?

2. The class has 40 pupils. Each auditorium row has 12 seats. How many full rows will the class use? How many seats of the next row will they need?

3. In a sale my mother bought 30 pairs of stockings for her four daughters. How many pairs can she give to each daughter? How many pairs of stockings will she have left?

4. After four guys helped a man with his five suitcases, he gave one a fifty-cent tip to split among them. How much should each person get? How much money is left? What should happen with the money left over?

5. 9 guys chip in to buy a TV set for $100 for their club. How much should each guy pay? As club treasurer, what would you work out to cover the full $100?

6. It takes you nine minutes to do one page of math homework. How many pages can you finish in an hour?

7. Soap costs 6 for 59¢. Grapefruits cost 10¢ each. How much will one bar of soap cost you? (Remember the store will always charge the penny extra if it's not an exact number.)

8. It takes seven minutes to do one car wash. How many cars can the boss expect his guys to wash in an hour and a half?

9. Five guys are sharing the rent of a $48 a month apartment. They have a 2 year lease for it. How much should each guy pay per month?

10. Seven girls are working at getting 68 letters typed. At the least, how many letters should each girl be expected to finish?
At the most, how many should one girl do?

11. Apples cost 4 lbs. for 49¢. How much will 1 pound of apples cost?

12. At 4 lbs. for 49¢, how much will 2 lbs. of apples cost?

DIVISION WORK SHEET I FOR LESSON I

EXAMPLE: $4 \times 5 = \_$

$4 \times \_ = 20$

$\_ \times 5 = 20$

$20 \div 4 = \_$

$20 \div 5 = \_$

$4\overline{)20} = \_ ; \frac{20}{4} = \_$

(1) $7 \times \_\_ = 21$

(2) $5\overline{)45}$

(3) $\frac{36}{9} =$

(4) $\_\_ \times 3 = 21$

(5) $45 \div 9 = \_\_$

(6) $\_\_ \times 9 = 36$

(7) $6 \times \square = 30$

(8) $\frac{9}{1} = \square$

(9) $0 \div 8 = \square$

(10) $9 \times 7 = \bigcirc$

(11) $11 \times \triangle = 88$

(12) $42 \div \square = 6$

(13) $14 \div 7 = \square$

(14) $56 \div \square = 7$

(15) $90 \div 9 = \triangle$

(16) $\frac{10}{2} = \bigcirc$

(17) $12 \times \triangle = 60$

(18) $\overset{\square}{4\overline{)4}}$

(19) $5 \times$ ✳ $= 5$

(20) $9 \times 8 = \diamond$

(21) $3 \times \square = 0$

(22) $27 \div \square = 3$

(23) $6 \times \square = 48$

(24) $\overset{\bigcirc}{3\overline{)12}}$

(25) $\frac{0}{1} = \triangle$

(26) $6 \times 12 = \bigcirc$

(27) $\overset{\triangle}{1\overline{)8}}$

(28) $\triangle \times 2 = 14$

(29) $\triangle \times 8 = 64$

(30) $\overset{6}{\square\overline{)24}}$

(31) $\frac{9}{\square} = 3$

(32) $6 \times \diamond = 36$

(33) $63 \div \square = 9$

(34) $\square \div 6 = 5$

(35) $\overset{9}{\bigcirc\overline{)72}}$

(36) $\overset{7}{5\overline{)\square}}$

DIVISION WORK SHEET 2 FOR LESSON I

1. How many fives are in zero?

2. How many fourteens are in zero?

3. What number must you multiply fourteen by to get zero?

4. Divide eleven by itself.

5. Divide 99 by itself.

6. What number divided into twelve gives you twelve?

7. What number divided into seven gives you seven?

8. What number can you divide into a number and get as the answer the number you started with?

9. What is the answer to any problem in which you have to divide a number by itself?

10. What answer do you get when you multiply any number by zero? Why?

11. What is your answer when you multiply zero by any number? Why?

DIVISION WORK SHEET 3 FOR LESSON I

1. How many 11's are in 55?

2. Divide 24 by 2.

3. What is one fourth of 8?

4. What is one half of 16?

5. What number can you multiply by 6 to give you 18?

6. How much is 5 times 9?

7. What number can you divide 84 by to get 12?

8. How many eights are in 56?

9. What is one fifth of 35?

10. What number times nine will give you eighty-one?

11. What number goes into 108 nine times?

DIVISION WORKSHEET 4 FOR LESSON I

Example:

4 x 5 + 1 = □
4 x 5 + △ = 21
4 x ○ + 1 = 21
💧 x 5 + 1 = 21
21 ÷ 5 = □ + 1 left
21 ÷ △ = 5 + 1 left
□ ÷ 4 = 5 + 1 left
21 ÷ 4 = ✹ + 💧 left

Problems:

(1) ◇ x 3 = 21

(2) ✹ x 3 + 1 = 22

(3) 22 ÷ 7 = △ + □ left

(4) 22 ÷ ○ = 7 + 1 left

(5) 5 x ○ + 1 = 26

(6) 23 ÷ 10 = ✹ + △ left

(7) 13 ÷ □ = 3 + 1 left

(8) 9 x ◇ + 2 = 29

(9) 10 ÷ 4 = □ + □ left

(10) 5 x 8 + △ = 43

(11) 53 ÷ △ = 10 + 3 left

(12) $\begin{array}{r} \square \\ 5\overline{)47} \end{array}$ Remainder 2

(13) $\frac{13}{2}$ = ◇ + ✹ left

(14) ○ ÷ 8 = 10 + 1 left

(15) $\begin{array}{r} 3 \\ \triangle\overline{)19} \end{array}$ Remainder 1

(16) $\frac{\square}{8}$ = 8

(17) ◇ x 7 + 3 = 66

(18) $\begin{array}{r} 5 \\ 11\overline{)✹} \end{array}$ Remainder 2

DIVISION WORKSHEET 4 FOR LESSON I

(19) $\frac{45}{\Diamond}$ = 7 + 3 left

(20) 12 x 6 + ⬠ = 81

(21) 50 ÷ 7 = n + 1 left

(22) $\begin{array}{r}\triangle \\ 9\overline{)100}\end{array}$ Remainder ✹

(23) $\frac{\bigcirc}{5}$ x 4 + 3 left

(24) 12 x n = 48

(25) 35 ÷ 6 = △ + △ left

(26) 94 ÷ ✹ = 8 + 6 left

(27) $\begin{array}{r}6 \\ \bigcirc\overline{)45}\end{array}$ Remainder 3

(28) $\frac{28}{\square}$ = 8 with 4 left

(29) ◇ ÷ 11 = 7 with 3 left

(30) $\begin{array}{r}9 \\ 8\overline{)✹}\end{array}$ Remainder 4

DIVISION WORK SHEET 5 FOR LESSON L

1. How many fours are in thirty?

2. How many dimes are in three quarters?

3. Divide 87 by 9.

4. How much is eight times seven plus one?

5. How much do you have as your remainder when you divide 29 by 3?

6. What is your remainder when you divide 25 by 5?

7. How many nickels can you get for 49¢?

8. How many dimes are in 98?

9. Divide 98 by 8.

10. What does 7 sixes plus 5 equal?

11. What number goes into 75 nine times with a remainder of 3?

12. How many dozens are 100?

LESSON II -- DIVISION

NO PENCILS

1. We have to set up chairs so that all the classes can see some new films. There's room for 9 seats in each row. We've got 232 students and teachers. How many rows do we have to have set up?

   (a) Why would we want to know how many rows we need beforehand?

   (b) How can we answer the question?

   (c) Just considering the numbers, what question are we asking?

   (d) Can you give me another problem which would be asking the same number question?

   (e) What do we call the operation which we go through to get the answer to that question?

   (f) (Either using a question given by a student or going back to the original problem.) How many rows would you guess we'd need? (Answer: 50. Doesn't matter what the answer--the method is the same.)

   (g) How many chairs would 50 rows need?

   On board after
   suggestion
   by student

$$\begin{array}{r} 50 \\ \times\ 9 \\ \hline 450 \end{array}$$

   (h) Is that too many or too few?

   (i) Let's make another estimate. How many rows will we need? (20)

   (j) How many people will 20 rows seat?

$$\begin{array}{r} 20 \\ \times\ 9 \\ \hline 180 \end{array}$$

   (k) If we need 232 seats, and 20 rows will give us 180 seats, how many more rows will we need?

$$\begin{array}{rl} 232 & \\ -\ 180 & \text{-- 20 rows} \\ \hline 52 & \end{array}$$

(k) Continued

Answer (6)

How many chairs are in 6 rows? (54)

Do we still need 6 full rows?

How many full rows do we need? (5)

After we set up five more rows, how many seats will we still have to set up? (7)

What does that 7 mean? (7 rows, 7 seats?)

What, then, do we need in all? (25 rows plus 7 more seats, or 7/9 of a row more.)

BOARD WORK

```
9)232                        50       20      6       5
 -180 -- 20 Rows            x 9      x 9     x 9     x 9
   52
 - 45 --  5 Rows            450      180     54      45
    7

     25 Rows -- 7 Seats
```

DIVISION LESSON II -- WORKSHEET 1

(1) $\begin{array}{r}\square\\4\overline{)60}\end{array}$

(2) $\frac{96}{6} = \triangle$

(3) $100 \div 8 = \diamond$

(4) $\bigcirc \times 9 = 135$

(5) $\begin{array}{r}34\\3\overline{)\diamond}\end{array}$

(6) $\frac{156}{\bigcirc} = 4$

(7) $\bigcirc \div 23 = 7$

(8) $\begin{array}{r}7\\\square\overline{)224}\end{array}$

(9) $7 \times \triangle = 189$

(10) $936 \div 8 = \diamond$

(11) $145 \times 6 = \square$

(12) $\begin{array}{r}7\\\triangle\overline{)427}\end{array}$

(13) $115 \div \square = 5$

(14) $\bigcirc \times 4 = 212$

(15) $\frac{225}{3} = n$

(16) $405 \div 9 = n$

(17) $m \times 7 = 644$

LESSON III

NO PENCILS

The store you're working in this holiday season ordered 468 bottles of J & B whiskey for their Christmas rush. J & B comes 24 bottles to a case. How many cases should the store expect?

(a) Why would the store want to know how many cases are coming in?
(Space needed, pay by the case.)

(b) What do we have to do to get the answer? Why? What question are we asked?

(c) Just in terms of numbers, what question are we asking?

(d) Before we guess about how many, let's look at the numbers we're dealing with.

Possibilities for teachers:

1. What if he had ordered only 100 bottles, about how many cases would you expect? O.K., what about 200? 300? 400?
2. 24 is almost 25. How many 25's would be in 100? 400?
3. If we just consider groups of 20 bottles, how many would be in 400? or 200? or 100?

(If first estimate is 20)--

(e) Are we going to get 20 full cases? But will we get much less?
What would be a good guess? (15)
After 15 cases come in, how many bottles would we be missing?
How many cases would that make? (5)
How many cases would that make altogether?
What did we find out about our original estimate of 20?

LESSON III

(e) Continued --

Then how many cases will we still be expecting? (4)

How many cases should we expect altogether? (19)

What does the 12 left at the end represent? (12 bottles or 1/2 case; 12 out of a possible 24 which equals $\frac{12}{24} = \frac{1}{2}$)

BOARD WORK

```
24)468                  24          24          24
 - 360 -- 15          x 20        x 15         x 4
 -----                ----        ----         ---
   108                 480         360          96
  - 96 -- 4
  ----    --
    12    19 cases
          12 bottles

or 19½ cases
```

LESSON IV -- DIVISION

NO PENCILS

A Persian king of olden times has 18,976 precious diamonds in his palace vault. He wishes to share them equally among his 78 beautiful, young wives. How many glittering jewels should each lucky wife receive?

(a) How will we get the answer?

(b) Why do we divide? What number question are we asked? (To share equally.)

(c) How can we begin? (By looking at the numbers, so we can make an intelligent guess. Or else, we can try varying numbers in an orderly fashion. You can begin an estimation by using 100. How many 100's in one thousand? ten thousand? eighteen thousand?

or

Begin by $\begin{array}{r} 78 \\ \underline{\times 10} \end{array}$ then $\begin{array}{r} 78 \\ \underline{\times 100} \end{array}$ then $\begin{array}{r} 78 \\ \underline{\times 1000} \end{array}$

Then make closer estimations. Otherwise, it's the same as Lesson III.)

BOARD WORK

```
78)18,976                              78           78            78
    7,800  -- 100                   x 100         x 50          x 40
   11,176                            7800          3900          3120
    7,800  -- 100
    3,376
    3,120  --  40                                   78
      256                                         x  3
      234  --   3                                  234
       22     243 to each wife
               22 diamonds left over
```

(d) What should the king do with those 22 diamonds left? What would you do to keep peace among your wives?

APPENDIX M

SOCIAL REALITIES MATERIAL

The Social Realities Curriculum - Unit 1
Geographical Life Space..............................1 - 9

A Schematic Description of the Structure
of the Social Space Unit...........................10 - 13

Use of the Psycho-Drama..................................10

Role-Playing Situations..................................10

Analysis of the Social Structure of a Block..............11

Test of Observational Skills and the Validity
of Learned Concepts--a Comparative Block
Analysis...11

Concepts in the Social Space Unit........................11

Groups...11 - 12

Group Norms..12

Function of Groups.................................12 - 13

Role Prescriptions.......................................13

Power..13

"The Missing Pay-Checks"...........................14 - 16

Introduction for Instructor..............................14

Introduction for Trainees..........................14 - 16

THE SOCIAL REALITIES CURRICULUM - UNIT I

GEOGRAPHICAL LIFE SPACE

The goal of the first unit of the Social Realities curriculum is to help each trainee locate himself geographically. To accomplish this, the trainee must learn not only to locate the sites of his daily activity--his home, his job, his classroom, where he shops and where he goes for diversion and entertainment--he must discover the geographic or spatial relationships of these sites. He must become conscious of the routes that connect them and why he has chosen those routes. From these discoveries, he should be able to define what he considers to be the boundaries of his neighborhood. As he consciously defines his own neighborhood for himself and at the same time observes his classmates defining theirs, he may discover that some of the boundaries he has set up are artificial or arbitrary and may wish to expand them to encompass not only greater territory, but wider interests.

The mastery of map skills is crucial to systematically defining one's neighborhood and examining one's movement from place to place both within and beyond it. Therefore, the methodological emphasis in this unit will be on map skills--how to recognize and read maps, how to locate oneself on them and how to use them to move more effectively from one place to another, particularly in one's own neighborhood and also beyond it.

Four hours a week or about 40 minutes a day have been allotted for this curriculum. This allotment should be viewed with flexibility by the instructor. Some lessons will take more than 40 minutes. In the outline that follows, we will suggest time allotments for each lesson. These should also be used flexibly by the instructor since the unit is experimental and such allotments are merely educated (or educator's) guesses. This geographical unit is designed to cover a three-week period.

In the outline that follows, the curriculum is divided into lessons and a plan for each lesson is presented. Some lessons will take more than one class session. When we can anticipate them, we will suggest logical places to divide lessons into class sessions, but, to a large extent this will be left to the discretion of the instructor. In this outline, the goals of each lesson are specified, the concepts to be learned are listed descriptively, and the materials and suggested methods for teaching them are described.

LESSON I

GOALS: The goal of this introductory lesson is to teach the trainee to locate his home (place of residence) on a map of the Lower East Side (MFY area). Since some of the trainees live outside this area, they will require supplementary materials and additional individual attention from the instructor. Basic map skills should be introduced in this unit since they are crucial skills in the location of any geographic site. Because these skills will be used throughout the remaining lessons of the curriculum, the instructor should be fairly certain that all trainees in the class have mastered them before going on to the next lesson. This lesson may take 2 or 3 class sessions.

CONCEPTS: 1. The map as a 2-dimensional representation of 3-dimensional geographic space; a symbol or shorthand for locating and describing the physical world.

2. Directionality -- the concept that on a map North is up, South is down, East is right and West is left.

3. Site location -- the concept that geographic site can be located on a map.

MATERIALS AND METHODS

After briefly introducing the unit, the instructor gives each trainee an unruled 5x8 card and asks him to answer these questions:

1. Where do you live?
2. Write your name and address on the top of the card.
3. Draw a picture (map) of your block.
4. Draw the street you live on and the streets at either end of your block.
5. What are the names of the streets?
6. Mark your building with an X.
7. How far in the block are you?
8. What are the streets on either side of your block?

As the trainee diagrams his block and the streets that bound it, the instructor will get some idea of his concept of directionality. Have a trainee whose map is correctly oriented (North up, East right, etc.) reproduce it on the blackboard. Using this and wall maps of the Lower East Side and Manhattan, introduce and discuss the concept of directionality.

Then have each trainee outline his block on the wall map of the Lower East Side with a different colored pencil and locate the approximate position of his building with a map pin of the same color. (Each class will be provided with crayon pencils in ten different colors and map pins with matching colored heads. Each trainee should select his own color for use throughout the units.) Start with the student who drew his block on the board. (Write the full names of the class on the lower left corner of the wall map and have each trainee make a line after his own name with his colored pencil, as a first step toward developing a legend for the MFY area wall map.) If a trainee lives outside the MFY area, have him locate and mark his block on the wall map of the borough in which he lives. (Street indexes are provided with each borough map.) Close with discussion of what MFY wall map looks like with trainees' blocks outlined on it. Do two or more trainees live on the same block? Who lives near whom? Did they know it before? Etc. Any questions about what MFY map represents? Review of concepts.

LIST OF MATERIALS:

1. MFY area wall map
2. 4 Borough wall maps with street indexes
3. 1 set colored crayon pencils
4. 6 to 10 sets of map pins in matched colors
5. 15 unruled 5x8 file cards

LESSON 2

GOALS: To introduce and teach additional map skills by exploring the geographic relationship of the MFY area and the Lower East Side to the whole of Manhattan.

CONCEPTS:

1. Map symbols--
   - (a) The concept that a variety of symbols are used on maps as a kind of shorthand or code.
   - (b) The concept of a map legend or map key where many of these symbols are explained.
   - (c) The concept that persons using a map can develop their own system of symbols, mark the map with them and add them to the map legend.
2. Scale-- the concept that the relationship between map size and area covered varies and is determined by the scale to which the map is drawn.
3. Boundaries-- the concept that geographic areas that are mapped have boundaries and that some of these boundaries are natural (rivers, continents, islands, etc.) and some are man-made (streets, county lines, etc.) Note: the concept of boundaries is a complex one which will be dealt with further in subsequent lessons. In the current lesson, the instructor should stick to the most basic definition of boundaries. This definition will be expanded later.

MATERIALS AND SUGGESTED METHODS

Using the wall maps of the MFY area and Manhattan, the instructor introduces the concept of map symbols by pointing out some of the more basic symbols on both maps--the North point, subway lines and subway stops, etc.--and by having the trainees pick out others and either tell what they stand for or ask for an explanation of them. The instructor then discusses the meaning and function of a map legend, using the Manhattan map as an example, and points out that the class has begun to develop its own legend on the MFY area map; i.e., referring to trainees' names and color codes.

Next, the class locates the MFY area on the Manhattan map and outlines the area's boundaries on it. This can be done in several ways: by having the class find the boundaries using the MFY wall map and telling the instructor which streets to outline, or by having individual trainees pick out the lines and mark them on the Manhattan map themselves. Then the instructor passes out copies of the 8½ x 11 MFY area map to each trainee and has him outline the MFY area on it and locate and mark the approximate position of the building he lives in.

Using the three different sized maps of the MFY area for comparison, the instructor discusses the concepts of scale and boundaries.

LIST OF MATERIALS:

1. 1 MFY area wall map
2. 12 8½ x 11 MFY area maps
3. 1 Manhattan street map

GOALS: To explore the purposes and multiple functions of MFY;* to locate the sites at which the trainee receives MFY services and to begin to use maps as a means of plotting geographic routes.

CONCEPTS: 1. Map Routes

(a) The concept that a map can be used to plot a person's travel from one geographic site to another. (A place I've been.)

(b) The concept that a map can be used to determine the route from one site to another. (A place I'm planning to go to.)

MATERIALS AND SUGGESTED METHODS

The instructor opens a discussion of the purposes and functions of MFY by asking the class to list the kinds of services they have received from the agency. If an important service is left out, initiate a discussion of it by such questions as: "Have any of you ever used the Legal Service Unit?" "Have you ever been in a Neighborhood Service Center?" "Do any of you belong to YAAG?" etc. A more general discussion of the agency can be generated by questions like: "Why was MFY set up? Why was it located on the Lower East Side? What was it set up to do?" The purpose of this discussion is not to praise or sell MFY to the trainees, but to broaden their knowledge of the services it can offer them.

During the discussion, the instructor lists the services on the blackboard. At the end of the discussion, have the trainees locate the sites where the services are offered on the MFY area wall map, mark them with a colored map pin and add that pin to the map legend. Begin with the classroom location, then the work sites, the Counselors' offices and other services. If a trainee's work site is not in the MFY area, help him locate it on the appropriate borough wall map.
Note: Each instructor will be given a list of all MFY sites and their addresses.

Next, have each trainee locate and mark the MFY service sites he uses or has used on his 8½ x 11 MFY area map, using the wall map as a reference when necessary. Be sure that he includes classrooms, counselor's office and work site if in MFY area. Then have him trace and draw his route from home to classroom to counselor to work site in the order which he follows in his daily activity. This operation can be introduced by the instructor drawing the route from the classroom to 214 East 2nd Street on the wall map and then having one trainee trace his route on that map for the rest of the class.

This lesson closes with a discussion of how a map can be used to plot existing routes and develop new ones. To illustrate the latter, have the trainees select two points on the MFY area wall map and figure out how to get from one to the other, for example, from the Lillian Wald Houses to Tompkins Square Park. (Have them verbalize the route in terms of directions, i.e., "Turn left on Houston Street and go to Avenue B, then turn right on Avenue B abd go to 10th Street.) Point out that alternate routes are possible and ask why they picked the one they did.

LIST OF MATERIALS: 1. 1 MFY area wall map
2. 4 Borough wall maps
3. 12 8½ x 11 MFY area maps
4. 1 set of colored map pins

* This will probably take a 40 minute session.

LESSON 4

GOALS: To explore the trainees' travel pattern outside the MFY area in New York City and to demonstrate how knowledge of the tools of travel--subway maps, bus routes, etc.--can expand one's choice of destination and also one's choice of routes and modes of transportation. This lesson may take as many as four sessions, including one full class day for a trip to an educational or recreational site which the trainees have chosen and planned.

CONCEPTS: 1. Modes of transportation--the concepts that:

(a) There are often different ways to get to the same place--subway, bus, automobile, etc.

(b) One way may be most appropriate in terms of time, convenience, or money.

2. Distance and time in travel--the concept that the amount of distance traveled in a given length of time varies with the destination and the mode of transportation chosen.

3. Choice of sites--the concept that once one has decided to engage in a particular activity--shopping for food, clothes, seeing a movie, or going to the beach, he may have a choice as to where he does it: bodega or supermarket, Macy's or Klein's, Riis Park or Jones Beach, etc., and that the effectiveness of his choice improves with the number of alternatives he is aware of.

4. Geographic boundaries--the concept that cities, states, and countries have boundaries or borders, and that these boundaries can be located on maps.

MATERIALS AND SUGGESTED METHODS

The instructor asks each trainee to make a list of the places he has been in New York City during the last two months, and during a one month period during a different season. For example, if the lesson is being done in October, the teacher will ask the trainee to list the places he has been during August and September, and also during the previous January. This is done to pick up seasonal variations in travel patterns. One way to expand the list is to have an introductory discussion of the reasons why people travel in the city. The list should include the name and address of the places visited, a short statement of why the trainee went there (i.e., to shop, to visit relatives), and how he got there (by bus, subway, car, etc.). The list need not be exhaustive, but it should be representative of the trainee's patterns of travel.

When his list is completed, each trainee traces how he got to each place on the borough wall maps or on his own subway map, whichever is appropriate. If he traveled by subway, he marks the route and destination of each trip on the subway map. If he cannot remember the street address, he uses the phone book or the street indexes as references. The instructor should use this part of the lesson to improve the trainee's skills in using subway maps, phone books, and street indexes, and may have to devote part of a session to a discussion of these skills.

Next, have each trainee make a list of the places he has lived or has visited outside of New York City. This list should include the mode of transportation he used to get there. Then have him mark those places on the wall map of the Western Hemisphere, using the colored map pins assigned to him in the first lesson. This part of the lesson ends with the discussion of certain basic geographic relationships, such as that between New York City and New York State, that of the Islands of the Caribbean to the United States, etc. During the discussion the instructor should introduce the concept of geographic boundaries and expand the trainee's basic geographic knowledge.

The remainder of the lesson is devoted to planning and going on a trip. It may take two class sessions to plan the trip and a full class day to go on it. Begin with a discussion of what the trainees would like to see and do on such a trip. Have them decide among themselves what activity they would like to engage in. Once they have decided this, then have them determine the various possible places they could go for this activity. Use the entertainment section of the newspaper or the New York tour guides as references. This discussion should lead directly to planning the trip.

Once the site is chosen, use the appropriate maps to locate it and plan a route to it. In the planning, make definite class assignments to groups of one or more students. For example, have one group determine when the trip will take place, another where the place is, and a third how to get there. This planning should point up the variety of places available for the same activity, and the alternate routes to the sites chosen. After the trip, spend the first part of the following session with a review of it.

LIST OF MATERIALS

1. 4 Borough wall maps
2. Street indexes to the borough wall maps
3. 12 Subway maps
4. 1 Western Hemisphere wall map
5. 1 Phone book and yellow pages
6. 1 Current newspaper entertainment section
7. 1 New York tour book
8. 20 Sheets 8½ x 11 bond paper

LESSON 5

GOALS: To have the trainee consciously identify his own neighborhood by examining the patterns of his daily activity that delimit it.

CONCEPTS:

1. Personal neighborhood--the concept that the individual creates his own neighborhood through the patterns of his own daily activity.
2. Neighborhood boundaries--the concept that each individual's personal neighborhood has boundaries which he creates, whether he is conscious of it or not.

MATERIALS AND SUGGESTED METHODS

Have each trainee make a list of the places where his daily activities are performed. This list should include where he shops for food and clothes, where he goes for recreation and sports, for entertainment, for work, and for school, where he goes to meet girls (or where she goes to meet boys), where he hangs out, etc.

Return the map of his block which the trainee drew in the first lesson and, on a piece of 8½ x 11 paper, have the trainee redraw and expand that map to include the places on his list; have him mark the places on the new map. Note, in some cases the daily activity of a trainee may take place in widely separated geographic locations. This will necessitate the drawing of several maps, connected by dotted lines to represent distance.

Then have each trainee locate these same sites on the MFY area wall map, and mark them with the colored map pins assigned to him. If some or all of the sites are outside the MFY area, have him locate them on the appropriate borough wall map. As he locates them, have him draw the routes he usually takes to them with the colored pencil matching the map pin. Next, where feasible, have the trainee mark these sites and the routes to them on his 8½ x 11 MFY area map.

This is followed by a class discussion of what a neighborhood is and how one creates his own neighborhood by the choices of activities in his everyday life. The following questions can be used to focus the discussion:

What is a neighborhood?
What is your neighborhood?
What are its boundaries?
What determines these boundaries?
Is the area you outlined on the map really your neighborhood?
If not, do you consider your neighborhood larger or smaller than that area?

LIST OF MATERIALS

1. 1 MFY area wall map
2. 12 MFY 8½ x 11 maps
3. 4 Borough maps
4. 10 Sets of colored map pins
5. 10 Matching colored pencils
6. 20 Sheets 8½ x 11 bond paper

LESSON 6

GOALS: To improve the trainee's ability to objectively observe the world around him by having him examine the physical structure of his block and, through comparing his block with those of his classmates, to have him construct a model or ideal block or neighborhood which contains the varied services needed in everyday life.

CONCEPTS:

1. The block as a series of multi-purpose, multi-level buildings.
2. The concept that all neighborhoods provide certain basic services essential to daily life. i.e., food stores, restaurants, etc.

MATERIALS AND SUGGESTED METHODS

Have each trainee draw a picture of his block from memory. Have him locate all the buildings and locate and identify all the stores, churches, and other services they contain. Have him estimate how many stories high each building is. Remind him to include any vacant lots, empty buildings or storefronts. As an assignment for that evening, have him compare his picture with his actual block and change the picture to include any additions or corrections.

In the next session, make a list on the blackboard of all the kinds of buildings, business establishments, and recreational facilities the trainees have located on their blocks. From this list, have the class construct a model block or neighborhood. Ask the trainees if the list includes everything they would want in their neighborhood. Ask them if there are things on the list they would not want or do not need in it. Can all the things they want fit on one block? If not, how many blocks are needed? When the class has decided how large they want the neighborhood to be, draw, or have the trainees draw, a grid of its streets on the blackboard. Let them name the streets. Then have them choose the sites for the places on the list. Ask them to justify their choices. For example, should a gas station be on the corner of a main intersection? Why should some bodegas or delicatessens be on side streets? At the end of the lesson have each trainee locate where he would like to live in the model neighborhood and describe what his building might look like.

LIST OF MATERIALS

1. 1 blackboard
2. chalk
3. 8½ x 11 unlined paper
4. pencils

A SCHEMATIC DESCRIPTION OF THE STRUCTURE OF THE SOCIAL SPACE UNIT

Use of the Psycho-Drama

The Social Space Unit begins with the presentation of a psycho-drama developed and acted out by a selected group of trainees under the supervision of members of the curriculum development teaching staffs. The theme of the psycho-drama will be a problem common to most trainees and one with which they all can identify. This problem will focus the ways in which individuals or groups confront and/or relate to societal institutions and their representatives.

The psycho-drama has two functions: First, it introduces the trainees to the basic concepts of group dynamics which will become their major tools of social analysis in later sections of the unit. While these concepts are elaborated in another section of this appendix, they are worth noting here. They include the structure and function of groups, how and why groups are formed, and their relationship to the institutions of the society in which they exist. They also include the definition of the individual's role in the group, how he is assigned that role and how he functions in it.

The second function of the psycho-drama is that it gives all the trainees a general familiarity with the techniques of role-playing. Since the next section of the unit requires that each trainee engage in role-playing, the psycho-drama serves as an introduction to this process by allowing each trainee to observe a group of his fellow trainees assume roles assigned to them in the psycho-drama.

Role-Playing Situations

In this section of the unit, the trainees will explore the ways groups function both internally and in relation to other social institutions. They will do this as active participants in a series of role-playing sessions. These sessions are designed to enable the trainees to objectively examine the structure and processes of their society and the roles they play in it.

Each role-playing session will simulate a real problem situation and require the trainees to decide on alternative courses of action to solve the problem and then evaluate the probable results of such courses of action. For example, a group of trainees playing the roles of co-workers on a job will be confronted by an arbitrary and unfair action taken by their boss. They will have to decide what they can do about it, whether they should act singly or as a group and what would be the likely consequences of whatever action they decide on.

The problem situations will be specificly selected to reinforce and further elaborate the basic concepts introduced in the initial psycho-drama. Through this process, these concepts will be transformed into the actual working tools the trainees will use to examine the social structure of their own blocks in the next section of the unit.

Analysis of the Social Structure of a Block

Equipped with these conceptual tools, each trainee will become a "resident observer" of his block. He will make an objective analysis of its social structure. This analysis will include such demographic data as who lives there, their economic status, what they do for a living, their ethnic origins, and how and why they came to live there.

He will also examine the composition and function of the groups that exist on his block and how these groups affect the life of the block. He will examine the power structure of the block and how it operates. He will determine who wields this power and through what means. He will identify the leadership structure of the block and the individuals people commonly trust and those they turn to for information or aid in times of personal emergency. He will see how people work together to solve common problems on the block.

He and his fellow classmates will record these observations and compare and discuss them in the classroom.

Test of Observational Skills and the Validity of Learned Concepts--A Comparative Block Analysis

At this point the trainee will test his ability to generalize the skills and knowledge he has learned through this analysis. A block on the Lower East Side will be selected with which he is not familiar. He will be given a very general description of it and be asked to hypothesize about what he would find out about it if he went there and applied the same methods of social analysis that he used on his own block, identifying what it has in common and how it differs from his own. Then he will test the validity of his hypotheses by going to that block and analyzing what it is actually like.

Concepts in the Social Space Unit

The Social Space Unit is constructed to promote mastery of 5 key sociological concepts. These concepts are introduced to help the trainee increase his understanding of the community and society of which he is a part. They also help him define his own role in the smaller and larger social systems that shape his life. Equipped with these conceptual tools, a trainee will, it is hoped, be better able to organize and objectify his life experience and to extend and deepen his perception of his peer world and the more complex social environment in which he must function as worker, citizen and human being.

These concepts to be taught are defined below in the context in which they are used in the curriculum.

Groups

Three types of groups are examined in the Social Space Unit: primary groups, secondary groups, and reference groups. Each group is defined in terms of its members' relationship to it.

A primary group is characterized by frequent and continuous face-to-face contact among its members over an extended period of time. As a result of this continuous close association, the members of primary groups develop a complex system of shared norms, values and goals. The organization of such groups is informal and the relationship between its members is one of friendship. Examination of the primary peer group is emphasized in the Social Space Unit. A peer group is here operationally defined as one made up of members who are about the same age. Two such peer groups are of special interest: the teen-age gang, or street-corner association, and the group composed of trainees who attend the same class in the Remedial Education program. These two groups are important because many trainees belong to the first and all belong to the second, thus providing common points of comparison.

A secondary group is characterized by minimal face-to-face contact among all its members. Its goals are usually limited and specific. Therefore, its members need not have commonly shared norms, values and goals. The organization of such groups is formal and structured as are the roles assigned to the individual members. A civic organization or neighborhood improvement association are typical examples of secondary groups. Their goals are limited and specified, they generally meet only at regularly scheduled times and they usually have little contact with one another beyond these scheduled meetings.

While the distinctions between primary and secondary groups generally hold, it is also true that a secondary group may evolve into a primary group when face-to-face contacts increase, shared goals increase and become more diffuse, and the group develops more and more common norms and values. This process has special relevance for the Remedial Education program because the individual remediation classes are initially secondary groups--the members gather at a specified time for a specified purpose and have little contact with one another outside the classroom--but as they begin to participate in the activities of the Social Realities curriculum, they start to relate to one another as members of a primary group. This evolution reinforces the goals of that curriculum.

A reference group is a group whose norms and values influence the attitudes and behavior of the individual who identifies with it. This identification does not necessarily imply actual participation in group activity, although it does not exclude such participation either. Membership in an ethnic minority group is a cogent example in the context of this program. Being a Puerto Rican may create in (for) the individual certain attitudes about family life, food preferences or discrimination which affect his behavior quite differently than if he were Italian, Negro or Jewish. These attitudes and the resulting behavioral patterns are likely to persist even when he is not with a group of other Puerto Ricans.

Group Norms

A norm is a more or less fixed frame of reference, a standard way of identifying and interpreting something, whether it be an inanimate object such as a telephone pole or a human gesture such as a shy smile or a clenched fist. Group norms are therefore shared frames of reference. They develop from common or shared experiences which give a group definition to a particular thing, behavior or situation. Quite simply, they are a group agreement that "this means this to all of us." Group norms make communication possible between group members. They are, at the same time, the product of group interaction and the facilitators of further interaction. As mentioned above, group cohesiveness increases as the number of shared or group norms increases.

Function of Groups

All groups are formed for a purpose, whether that purpose is consciously spelled out or not. No one joins a group or maintains his membership in it if it does not meet some need or offer some satisfaction or reward. The extent to which the group fulfills these functions is another factor which determines its cohesiveness. It also determines the extent of the individual's commitment to the group.

Groups often form to fulfill a specific function and then, as is characteristic of primary groups, take on a wide variety of additional functions. In studying groups it is important to identify these functions, whom they satisfy, and why the group was chosen as the vehicle for that satisfaction.

Role Prescriptions

A role, defined most simply, is a pattern of behavior and attitudes that are prescribed by a specific social situation. Everyone plays a variety of roles every day. How well they play these roles depends to a large extent on how accurately they perceive the specific social situation and the role it prescribes for them (to play). In the social space unit, the study of role prescription emphasizes its function in primary groups.

Power

Social power is the ability to control the behavior of others whether they like it or not. Power relationships exist in all group situations. Power is derived from three possible sources: numbers, organization, and resources. Usually, it is based on a combination of any two of these three components. The special concern of this curriculum is the identification of the sources of the power that groups possess and the study of the different ways they exert that power, both on their own membership and within the larger social structure. Of equal importance is the elucidation, definition, and study of the power structure in the trainee's own neighborhood.

"THE MISSING PAY-CHECKS"

Introduction for Instructor

"The Missing Pay-checks" is the outline of a psycho-drama to be developed by a group of trainees and presented by them to all trainees as the introduction to the Social Space Unit of the Social Realities Curriculum.

It has two functions. It sketches the plot and suggests the characters of the psycho-drama. (Put another way, it sets the problem and defines the roles of the characters, but does not dictate the solution of that problem or determine the action of the characters.) Thus it provides a loose structure within which the trainees can elaborate the story so it is both meaningful and realistic to them. Also, it is a guide to the staff members who will work with the trainees developing the psycho-drama. It is written simply so that all or parts of it can be read to the trainees and it includes questions which are designed to aid in the story's development and identify the basic concepts crucial to that development.

Introduction for Trainees

This is a play. It is a story. It could happen. It is about two people who did not get their pay-checks one Friday. They work at Mobilization for Youth. They are both trainees. They work three hours a day and go to school another three hours. They are paid $1.50 for each hour. If they work and go to school six hours a day, five days a week, they get paid $45.00 at the end of the week. Both of the trainees in our story worked and went to school six hours a day, five days that week, but on Friday their pay-checks were not where they were supposed to be. This story is about what they did to try and get their pay-checks.

I must tell you one thing about this story. It is not the same as other stories you have heard or read. It is a story we will make up together.

Every story is about a problem and how the people in the story try to solve that problem. In this story, I will tell you what the problem is and who the people are. You will tell me if the problem sounds real. You will tell me if the people sound real. We will talk about it. We will argue about it. When we are done, we will build our story and act it out as a play. I have told you what the problem is. Two people did not get their pay-checks on Friday after they had worked all week. Does that sound like a problem? Does it sound real? What I mean is, can we build a story about it? Why? Let me tell you who I think the two people are. Remember, I can be wrong. If I am, tell me. If I am wrong and you do not tell me, the story will not be real and you won't believe it either.

The first person is a man. He is 18 years old. He lives at home with his mother, his younger brother and two younger sisters. He has a girlfriend. On weekends they like to dance or go to a movie or make love. They like to have fun. Part of having fun is drinking beer or wine. This costs him money. It also costs him money to help his mother pay the rent and buy food for the family. This is why the man needs his pay-check on Friday.

Does he sound real? Is he Puerto Rican? Is he Negro? Is he White? Does it matter? Why? Make a choice. Tell me what he is. Tell me more about him. What is his name? What shall we call him?

The other person is a woman. She is 20 years old. She lives in her own apartment. She has a baby who is one year old. Her aunt takes care of the baby during the day. The woman needs money to pay her rent. She needs it to buy food and clothes for herself and the baby. That is why she needs her pay-checks on Friday. The baby has a father. Are he and the woman married? Do they live together? Is he working? You decide. Does the woman sound real? Is she Puerto Rican? Is she White? Is she Negro? Does it matter? Why? Make a choice. Tell me more about her. What is her name? What shall we call her? Shall we give the baby a name? Is it a boy or a girl? What shall we call it?

The woman works in the morning. She works in the Mobilization sewing shop. Every Friday the crew chief gives out the pay-checks in the sewing shop at 11:30. This Friday, the crew chief did not have a pay-check for her (name). The woman (insert name) asked the crew chief where her pay-check was. The crew chief said, "I don't know. Let me call your counselor. She may know where it is." The counselor didn't know where the woman's (name) pay-check was. She told the crew chief, "Call Mr. A. He may know where her pay-check is." Mr. A. is in charge of the pay-checks for all the trainees who work at Mobilization. He gets each trainee's time card every week. Every week he makes up the payroll for the trainees. A payroll is a list of people and how much money they each should get. Mr. A. sends the payroll to the office of the City Neighborhood Youth Corps. They write out each trainee's pay-check. Then they send each trainee's pay-check to his job. If Mr. A. doesn't get the trainee's time card when he makes up the payroll, the trainee won't be on the payroll. He won't get his pay-check. Mr. A. told the crew chief, "I didn't get the woman's (name) time card. The City Neighborhood Youth Corps office didn't make out her check. She won't get paid today. I'll try to get her pay-check for her next Monday." The crew chief asked Mr. A., "Why didn't you get her (name) time card?" He said, "I don't know. I"ll find out." The crew chief told the woman (name) what Mr. A. said. She told her she could not get her pay-check until next Monday. The woman (name) was very upset. She was mad. She didn't have any money. She couldn't pay her rent. She couldn't buy food for her baby. She couldn't even buy lunch that day. She went to her class that afternoon hungry and mad. Does that sound real? Should she be mad? Would you be mad? What would you do about it?

The man works in the morning, too. He works for the Housing Authority at Jacob Riis Houses. He is a Building Aide. He helps paint the buildings and keep them clean. This Friday his boss did not have a pay-check for him when he finished work at noon. He asked his boss, "Where is my pay-check?" His boss said, "I don't know. It's not here. The man (name) said, "What am I supposed to do? I need money for the week-end." His boss said, "I don't know. I don't have anything to do with pay-checks. They just send them to me from downtown and I give them out. Why don't you ask your counselor? He might know what happened to it." The man (name) went to see his counselor, but he was not in his office. He was out to lunch. So he (name) went to class early. He went to see his instructor. He thought she could help him get his pay-check. She didn't know what to do. She told him to ask the secretary in the office. The secretary in the office didn't know what to do. She told the man (name) to talk to her boss, the supervisor. The man (name) told the supervisor, "I didn't get my pay-check this morning. Is there anything you can do to help me get it? The supervisor said he would try to help him. He called Mr. A. and told him that the man (name) had not gotten his pay-check. Mr. A. said he would try to find out what happened to the man's (name) pay-check. He said he would call the supervisor when he found out. Five minutes later, the telephone rang. It was Mr. A. He said the man's (name) pay-check had been sent to Jacob Riis Houses that afternoon.

The man (name) wanted to leave to get it right then. The supervisor said no. He told him that if he left, he would not get paid for class that afternoon. The supervisor said, "you can get your pay-check at 4 o'clock after class." The man (name) said, "I can't do that. If I wait until 4 o'clock to get my pay-check, the bank will be closed. I won't be able to cash my pay-check today. I'll have to wait until Monday. I won't have any money until Monday. The supervisor said that was too bad, but the man had to go to class if he wanted to get paid for it next week. The man (name) was very upset. He was mad. If he didn't get his money that afternoon, he couldn't take his girlfriend out that week-end. He couldn't give his mother any money to pay rent or buy food for the family. He went to class very angry.

Does that sound real? Should he (name) be angry? Would you be angry? Do you think he got the run-around? (Define) Have you ever gotten the run-around? How did it make you feel? What did you do about it? Would you have gone to class or gone to get your pay-check that afternoon? Is there anything else you might have done? What do you think about the supervisor? Why do you think he told him (name) to go to class that afternoon? Was he right? What would you do if you were the supervisor? Why?

The man and the woman (names) are in the same class. When they got to class that afternoon they were mad. They were so mad they could not study. They were so mad they couldn't learn anything the instructor taught. Does that make sense? Has that ever happened to you? The instructor asked them, "What's the matter? What happened to make you both so mad?" They told her they did not get their pay-checks. They told the whole class they didn't get their pay-checks. Everyone stopped studying and started to talk about what had happened to them (names). They started to talk about what they (names) should do about not getting their pay-checks.

Now we must stop a moment. This is the most important part of the story. We have to decide what the instructor said to them. If you were a trainee in that class, what would you say to the two people who didn't get their pay-checks? What would you tell them to do about it? Do you think anything can be done about it? Do you think there is more than one way to do something about it? When we act our story out, some of us will play the trainees in the class the afternoon they (names) didn't get their pay-checks. We have to decide what they would say. We also have to decide what the instructor would say. What do you think each one might say? Then we have to decide what the man and woman did about getting their pay-checks. Do you think they did anything? What do you think they did? Do you think the class could help them get their pay-checks? How? Most important, do you think they got their pay-checks? You decide. We have come to the end of our story. Does it make sense? Does it sound real? Is there anything you want to change in it?

Now we have to decide who will play each part. How many people are there in our story? (Man, woman, crew chief, instructor, supervisor, other trainees, and, by the telephone, counselor and Mr. A.) How many trainees should be in the class? How should we decide who will play each part?

APPENDIX N

SAMPLE OF INSTRUCTIONAL MATERIALS ON NEGRO AND PUERTO RICAN CULTURE

Goals and Content of the Cultural Heritage Program.......1 - 2

A Sample Lesson in Black History.........................2 - 3

Resource Material for Instructors:
Black Power in Ancient Egypt.........................3 - 13

Negroes in the Old West..................................13 - 15

Pirates of Puerto Rico...................................15 - 16

GOALS AND CONTENT OF THE CULTURAL HERITAGE CURRICULUM

Goals:

1. To aid in building the cultural identity of our trainees
2. To combat the debilitating effects of anti-Negro racism on our trainees
3. To promote inter-cultural respect and appreciation between our Negro and Puerto Rican trainees

These goals are to be achieved by depicting the positive values of Negro and Puerto Rican, by tracing out the achievements of Negro Africans in the arts, manufactures, and sciences, and by analyzing our pluralistic society and comparing the positive contributions of Afro-Americans and Puerto Rican Americans.

Racism will be treated and combatted because it pervades American society and afflicts everyone in this society. Racism, born of slavery, and borne by contemporary society, has a debilitating effect upon its Negro victims. Racism also provokes its opposite--the chickens are coming home to roost in Watts, San Francisco, Chicago, Cleveland, Harlem, etc. Racism deeply influences the very psyche of Caucasian Americans--consciously and subconsciously. Especially tragic is its effect upon Puerto Rican immigrants, where wide ranges in skin color and physical features can be seen in the same family.

Such racism can only be destroyed through the struggles against it by its victims. But its ideological base can be eroded by a study of the achievements of black people throughout their long and glorious history. The facts show that Africa is the ancestral homeland of Man, that Negro Africans have the oldest artistic tradition in the world, and that mining and metallurgy were highly developed in black Africa long before the white man came.

Content:

Due to the limitation of time in our remedial program, it has been decided to only highlight certain aspects of black and Puerto Rican history, and spend most of the time on contemporary issues afflicting our trainees and American society.

Highlights:

1. Man began in Africa
2. Art history began in Africa
3. Conquest of ancient Egypt by Negroes from Kush
4. Mining, Metallurgy, and Building in Negro Africa
5. Slave revolts in world history and in the Americas: a comparison
6. Puerto Ricans in Carribean history
7. The Second American Revolution: Civil War and Reconstruction

The Issues of Contemporary American society:

1. What is the place of non-white minority groups in American society today?
2. What can other minority groups learn from the recent struggles of Afro-Americans?
3. What are some of the issues in today's social action movement:

a. Integration
b. Separation
c. Black Power
d. Black Panther
e. Black Nationalism
f. I.S. 201
g. A popular vote in the nation's largest city for/against the civilian Review Board for the Police Dept.

4. A new stage of struggle: armed rebellion in the Ghettoes against racist police
5. Whitelash/Blacklash and Civil Rights Bills

Various methods of getting these themes across include:

1. study and exhibits of African, Afro-American, and Carribean MUSIC & DANCE
2. Compiling personal scrapbooks
3. Biographies of famous leaders such as Albizu Campos and Malcolm X

Interested teachers are invited to sit down with the curriculum writer and plan out further methods of building the cultural heritage curriculum.

SAMPLE LESSON IN BLACK HISTORY

Title: BLACK POWER IN ANCIENT EGYPT

Topic of Unit I: a presentation of provocative and factual information about the achievements of the black civilization of Kush

Goals:

1. To attack and uproot racist stereotypes by a lesson on one of the high points of black history
2. To bring pride and respect among our trainees and teachers in the achievements and glory of Kush
3. To discuss in the classroom why this history--behind all the factual evidence about Kush--is not told and to relate these facts to the popular anti-Negro stereotypes in America

Major Ideas:

1. "The astonishing epoch of nigger domination" and why it was so astonishing
2. Kush was a famous and advanced civilization
3. The location of Kush in the Nile Valley

Content:

1. Kush was well known to the ancients. Kush was written about in Greek lore.
2. Kush was mentioned many times in the Bible.
3. The Kushites knew all the tricks to holding power--"divide and conquer" and powerful armies.
4. There was a long association of the Kushites to Egyptian culture and influence.
5. The significance of iron technology in African and in the ancient world
6. Kush was a famous center of ironworking known throughout the ancient world.
7. The peculiarities of the Nile River Valley--the Nile River appears to flow upwards on the map; the division of ancient Egypt into the Upper and Lower Kingdoms with Upper Egypt lying south in the Nile Valley from Lower Egypt

Presentation:

The presentation of this material includes three elements:

a. Introduction and Motivation
b. Factual details
c. Classroom discussion

The material is to be presented in 30-45 minute chunks The introduction of the material is very important and could require a whole class period by itself. It is important and could require a whole class period by itself. It is important to get the curiosity of the trainees up about this subject. There are various ways to do this:

a. Teachers can propose questions to get the students started.
"What are some of the evidences of Negro power from years past?"
"You've all heard of how white Europeans conquered black Africans. Can you tell me of an instance when black Africans conquered other kingdoms?"
"What are some of the common stereotypes about Negroes and their past?"
"Does anyone know about the recent discoveries in Africa that have revealed astonishing facts about the rich and hidden history of black Africans?"

RESOURCE MATERIAL FOR INSTRUCTORS: BLACK POWER IN ANCIENT EGYPT

"The astonishing epoch of nigger domination"

In the year 750 B.C., ancient Egypt fell to Negro conquerers from the kingdom of Kush. The black kings of Kush established a dynasty that ruled in Egypt from 750 B.C. to 666 B.C. This period in Egyptian history is usually ignored by white historians of Egypt. But one of them, Arthur Weigall called it "That astonishing epoch of nigger domination".[1]

The rule of Kush over Egypt was "astonishing" to Weigall because it upset his racist prejudices against black people. How could a bunch of "niggers" conquer Egypt, the very cradle of civilization? It was "astonishing" that "niggers" had been able to "dominate" the oldest civilization in the world for almost a century, and it was "amazing" that Taharqa (Tahar-ka), one of the black kings of Kush, was able to call himself "Emperor of the World".

Kush lasted as an independent nation for over a thousand years (from around 800 B.C. to 300 A.D.). During its first hundred years, Kush ruled Egypt and became a world power. One of its kings, Taharqa, ruled over a territory that was almost as big as the United States. Such a power was feared a and respected in the ancient world. The Greeks and Romans both wrote about the Kushites. The Greeks called Kush by the name "Ethiopia" which means "the land of the burnt faces". The Greeks took much from the Kushites, chiefly in religion. In Greek legend, Kush was the land at the edge of the world, where the Greek Gods "feasted, played, and sang". In the classic Greek poem The Odyssey, the poet Homer compared the black hero Eurybates (yu-re-bay-tees) to Ulysses (yu-lis-sees), who was the greatest Greek hero:

> "Eurybates, in whose large soul. alone
> Ulysses saw a visage of his own."

During its rule over Egypt, the Kushites encountered powerful enemies. The most powerful of these enemies was Assyria, which was called "The Monster from the Tigris" because of the merciless way it fought its wars. The Kushites tried to hold back the Assyrians by the old trick of "divide and conquer". The Kushites encouraged the vassals of Assyria to stop paying tribute and revolt against their Assyrian masters. The Kushite policy of using the vassals of Assyria in order to tie Assyria down was responsible for many of these vassals being overthrown by the Assyrians.

One of the vassals so overthrown was Hoshea (Ho-zay-ah), the last king of the Jewish kingdom of Israel. This is told in the Bible.[2]

Kush helps Africa learn iron technology:

Kush was a living part of the ancient World, and it was also a part of black Africa. In its existence of over 1,000 years, Kush helped to transmit much of the knowledge of the ancient world into black Africa. Kush probably played a major role in the spreading of the knowledge of iron throughout the African continent.

Iron was the key to power in the ancient world. Iron was also the key to the development of black civilization across Africa's jungles and plains. Armies using spears, swords, and shields of iron and riding ironshod horses could easily defeat other armies using weapons of stone, hardwood, and bronze.

Blast furnaces spread to Africa:

The Kushites learned the value of iron the hard way. After a series of defeats at the hands of the ironshod armies of the Assyrians, the Kushites began smelting iron around 660 B.C. But it takes a long time to learn to make high quality iron in quantities large enough to supply an army. In 666 B.C. the Kushites were pushed out of Egypt, down into Kush proper by the powerful Assyrian hordes. It took the Kushites 400 years more before they could produce iron in quantity. Before 200 B.C. iron was scarce in Kush. According to the Greek historian Herodotus, writing in about 430 B.C.: "...in Ethiopia (Kush) the rarest and most precious metal is bronze ... (prisoners) were bound in golden chains..."[3]

The ancient Egyptians never learned how to use iron. It took many centuries before the Kushites and other people in the ancient world learned to use iron. Why was this? What was so difficult about using iron?

Iron is difficult to smelt. It takes a higher temperature to separate iron from its ore than to separate tin and copper from their ores. A simple oven will do to smelt tin and copper; it takes a blast furnace to smelt iron.

Around 2,000 years before Christ, the Hittites (in what is now Turkey) first learned how to smelt iron. They invented the "blast furnace" to do this. To raise the temperature inside the furnace so that it would be hot enough to separate iron from its ore, the Hittites used a bellows to "blast" extra air into the furnace. They used charcoal for the fuel and clay brick to build the furnace.

The Hittites tried to keep this knowledge of iron smelting a secret. Iron gave them a big advantage over their enemies. Hittite armies using weapons of iron were the terrors of the ancient world for over 300 years. But the secret of of iron gradually leaked out. The peoples nearest the Hittites, the Syrians, Assyrians, and Canaanites, were first to pick it up.

We know from the Bible that some of the people in the land of Canaan (Cay-nan), whom the Hebrews fought against after the Exodus from Egypt, already knew how to use iron.[4] This was around 1300 B.C.

> "And the Lord was with Judah; and he drove out the inhabitants of the mountain; but could not drive out the inhabitants of the valley, because they had chariots of iron." --Judges 1:19

The Assyrians also knew how to use iron, and they defeated many kingdoms, including Kush, due to this knowledge. The Kushites gradually learned how to smelt and work iron. Kush became a center of iron-working that became famous all over the ancient world.

In Africa below the Sahara Desert weapons and tools of iron were used by Negroes to subdue Africa's thick jungles, plains, and fierce animals. These skillful black people developed iron hoes to till the soil, iron axes to cut down trees, and iron tools to build beautiful homes and cities. They also learned how to create sculpted works of art in iron. The history of the iron age in Africa is the history of the flowering of black civilization all over Africa. Kush probably played a large part in showing other black people how to use iron.

Where was Kush located?

To the Greeks, Kush was located near the edge of the world. Kush was a kingdom located to the south of the borders of ancient Egypt. Both Kush and Egypt were located in that part of Africa called the Nile Valley. Africa is divided geographically into six regions: the valley of the Nile River in the Northeast; the Sahara Desert (which is the biggest desert in the world and bigger than the U.S.); the Sudan (which means in Arabic "the land of the blacks") which is a strip of savannah stretching across Africa from west to east. The Sudan lies just below the Sahara.

Just below the Sudan in West Africa lies the only jungle area in Africa. Contrary to what you might think from the Tarzan movies, only about 5% of Africa is jungle. Most of the big game in Africa live in the African veldt country. The Veldt (veld) country lies just below the jungle, and extends into East Africa. East Africa is the final region of Africa in the six. It contains not only big game and veldt country but also cool highlands and the Great Lakes of Africa. (See map)

Most of the African continent is above sea level. One of the seas that surrounds Africa lies to the North--the Mediterranean sea. The Nile River flows into the Mediterranean. The Nile River thus flows north and therefore appears to flow upward on the map, but of course, like all rivers, it flows from a higher point to a lower. The Nile is the longest river in the world, starting from Lake Victoria far to the south and flowing north into the valley of the Nile.

Ancient Egypt was divided into two kingdoms, Upper Egypt and Lower Egypt, according to their position in the Nile Valley, and according to the flow of the river. For instance, Lower Egypt is at the northern end of the Nile Valley, where the Nile River forms a delta (called the Nile Delta) and empties into the Mediterranean. Upper Egypt is near the middle part of the Nile Valley, but further south than Lower Egypt. And Kush was at the southernmost part of the Nile Valley. (see map)

Kush was the name given by the ancient Egyptians to the black kingdom that arose in the southern Nile Valley. Around 2,000 B.C. the Egyptians first conquered Kush. These early Kushites were no match for the better armed and trained soldiers of Egypt, but they put up a stiff resistance. The Egyptians had to construct many powerful fortresses to maintain their rule. Egypt ruled Kush for over a thousand years.

The Kushites benefitted from this close association with the Egyptians. The town of Napata, the capital of Kush, was built by the Egyptians. Many Egyptian-style buildings and temples were built in Napata. Many Egyptians settled in Kush as peaceful traders and administrators. The children of Kushite chieftains were taken to Egypt, originally as hostages, but they were given both Egyptian education and rank.

Kushite manufactures of this time show striking evidence of their cultural contact with Egypt. The Kushites produced beakers, beds, clothing, copper daggers, tiles, and fine jewelry. Their craft showed both Kushite and Egyptian influence. The Kushites gradually adopted the culture, religions, and language of the Egyptians and so became "egyptianized". Napata became a center for the worship of the Egyptian god Amun-Ra.

Kush conquers Egypt:

Around the 11th century B.C. the power of Egypt began to fade. In that century the Libyans, also under the rule of Egypt, and also "egyptianized" staged a revolt that led to their rule over Egypt. The Libyan rule over Egypt was not a unified rule. Soon after defeating the Egyptians, the Libyan princes began quarrelling among themselves. This allowed the Kushites to become independent. Kush rose while Egypt fell. By the year 750 B.C. the Kushites, led by King Kashta, and later by his son Pianknı (Pee-ahn-kee), had conquered Thebes, capital city of Upper Egypt.

From Upper Egypt the Kushites menaced Lower Egypt to the North. But for some 20 years their king Piankhi was satisfied with ruling Upper Egypt only. Then, in the 21st year of his reign, Piankhi was threatened by an attack from the princes of Lower Egypt. One of his subjects kings, Nemrat, had broken his oath of allegiance to Piankhi to join forces with the princes from the Nile Delta.

Fortunately for history's sake, Piankhi left a detailed account of his campaign against the princes of the Delta. This account has been called "one of the most illuminating documents that Egyptian history has to show. (It) displays a vivacity of mind, feeling, and expression such as the (Egyptian) homeland could no longer produce". 5

When the princes of Lower Egypt first made their move towards the lands ruled by Piankhi, the black monarch was not upset. "For he was in great heart, laughed, and his heart was glad". Piankhi's military commanders were more concerned, especially after the fall of Thebes. "Wilt thou keep silent so as to forget Upper Egypt," they said, "While Tefnakhte (leader of the revolt) presses forward unhindered"?

Piankhi was not worried until he was told about the mutiny of king Nemrat, who had taken up with Tefnakhte (Tef-nak-tay). Piankhi then leaped up "like a panther" and ordered his armies to sweep down upon all of Egypt to punishthe usurpers. "Let thine enemy choose his own time for battle," said Piankhi to his men, "for you are sent by the god Amun himself". The black monarch ordered his men to purify themselves in the Nile upon approaching the city of Thebes, and to put on clean linen for the battle.

Piankhi's black legions went out in full confidence and overwhelmed Thebes. They defeated a "vast host" that sailed up the river to do battle with them, and "slaughtered many", in addition to capturing many ships and prisoners. But king Nemrat had escaped downriver to the town of Hermopolis and "mighty was the wrath of Piankhi":

> "Thereupon His Majesty raged like a panther. 'Have they allowed the escaper (Nemrat) among them escape to tell the story of his campaign? ...As I live and as the god Ra loves me ... I will fare downstream myself and overturn what he has done and will cause him to desist from fighting for all eternity."

On the way to Hermopolis, the refuge of king Nemrat, the mighty armies of Kush overran town after town "like a flood of water". Upon reaching the gates of Hermopolis Piankhi ordered his men to build a ramp as high as the wall "and a machine to raise on high archers shooting and slingers slinging so as to kill people (in the city) every day". The stink of the dead bodies in the city and the terror of the Kushite assault made the people of Hermopolis surrender. They crawled out"on their bellies," begging for mercy, and bringing gifts of cloth and "chests of gold". Also among the gifts were the numerous concubines, daughters and sisters of the king of Hermopolis. "None of them pleased His Majesty." The royal crown of the ruler (Pharoah) of Egypt on Piankhi's head and force of his powerful personality "inspired unceasing awe".

The pleas for mercy did not go unheeded. The city was spared. And the merciful black Pharoah even heeded the cries of Nemrat's wife to spare his miserable life. Having done with the fighting, faithful Piankhi went on to "make sacrifices to the gods of Hermopolis" for having offended them with the fighting.

After the conquest of Hermopolis, the armies of Kush moved on, chasing Tefnakhte further north into Lower Egypt. At the fortress city of Memphis, Tefnakhte made his last stand. Memphis was surrounded by a deep moat right up to the walls, with "battlements manned by mighty men". The city seemed impossible to take.

Every man had suggestions. "Let us besseige it...; lo, its troops are numerous." Others suggested that they build towers to mount the walls, to "elevate the ground to its walls".

But clever Piankhi had figured out a better plan of attack. "This shall befall it, according to the command of Amun... I will take it like a flood of water. I have commanded".

Piankhi ordered all the ships in the harbor of Memphis to sail against its walls, and that ladders be put up from the decks of the ships. "Forward against it!" Piankhi shouted. "Mount the walls! Penetrate the houses over the river".

> "Then Memphis was taken like a flood of water,
> a multitude of people were slain there, and
> (many were) brought to the place where His
> Majesty was".

Tefnakhte had managed to slip out of Memphis before it fell, but he was soon caught and brought before Piankhi. He fell on his knees and submitted to the black Pharoah. "I will not disobey the king's command, I will not reject what His Majesty says..." Piankhi spared his life.

The capture of Tefnakhte marked the conquest of Lower Egypt by Piankhi. Piankhi then wore the double crown, signifying his rule over both Upper Egypt. But Piankhi was a humanitarian not cut out to be the ruthless ruler of men and dominions needed to rule Egypt. Shortly after his conquest of Lower Egypt, Piankhi returned home to Napata and re-built many temples there.

Piankhi did not place Lower Egypt under a central authority and soon Tefnakhte had set himself up as king of Lower Egypt. His son Bekenrenef (Beck-en-re-nef) assumed royal titles around 720 B.C.

Piankhi died in 711 B.C. and was succeeded by his brother Shabaka. Shabaka continued the conquest of Egypt that Piankhi had drawn back from. Shabaka burned Benkenrenef alive. Shabaka established Kushite administration firmly over the whole of Egypt. He transferred his capital from Napata to Thebes. Shabaka was known throughout the ancient world as "KIng of Kush and Egypt".

Shabaka ruled Egypt and Kush from 711 B.C. until 697 B.C. According to the Greek historian Herodotus, Shabaka abolished capital punishment in Egypt.[6] He built or restored many temples at Karnak and Memphis. This peaceful construction was interrupted, however, by a powerful threat from the East. Assyria, "The Monster from the Tigris" had finally united after a century of internal discord, and had conquered many nations. The Assyrians swept across Syria in 732, in 721 B.C. they swept across Israel. Only the little Jewish kingdom of Judah lay between Assyria and Egypt.

In the year 713 B.C. "in the 14th year of Hesekiah (Heze-ky-ah) king of Judah did Sennacherib (Sen-na-shay-rib) king of Assyria come up against all the fenced cities of Judah, and took them".[7] To keep the Assyrians from attacking his capital city Jerusalem, Hesekiah became vassal to Sennacherib. Hezekiah agreed to pay a tribute of "300 talents of silver and 30 talents of gold".

With Judah reduced to a dependency, the Assyrians prepared to invade Egypt. To meet this threat, Shabaka used the policy of "divide and conquer". Shabaka urged Hezekiah to stop paying tribute to Assyria and unite with Kush to fight her off. Hezekiah agreed. Paying tribute to Assyria had drained the treasury of Jerusalem.[8]

Shabaka sent an army to oppose Assyria. This army was led by Shabaka's nephew, Taharqa (Ta-har-kah). On this army Sennacherib poured contempt with the famous words:

> "Now, behold, thou trustest upon the staff
> of this bruised reed, even upon Egypt, on
> which if a man leans, it will go into his
> hand and pierce it: so is Pharoah king of
> Egypt unto all that trust upon him."
> II Kings 18:22

Sennacherib sent his armies to beseige Jerusalem. The Kushite armies under Taharqa rushed to fight him there. But before these two armies met, an outbreak of plague nearly destroyed the forces of Sennacherib:

> "And the angel of the Lord went forth,
> and slew 185,000 in the camp of the Assyrians."
> II Kings 19:35

Sennacherib had to abandon Palestine in 701. He returned to his capital city, Ninevey, "and it came to pass, as he was worshipping in the house of Nisroch his god, that Adrammelech and Sharezer his sons slew him with the sword: and they escaped into the land of Armenia".[9]

This terrible defeat of the Assyrian armies kept them out of Egypt for 30 years. During this period the power of Kush reached its height. First under king Shebitku (She-bit-ku), and then under king Taharqa the economy and culture of Egypt flourished. Shebitku took over upon the death of Shabaka in 697 B.C. and reigned until 689 B.C.

Shebitku was a wise king. To insure that a strong military man would be next in line for the throne, he chose his young brother Taharqa (then about 20 years old) to share the throne with him. Shebitku died in 689 B.C. Taharqa was made Pharoah in the next year (688 B.C.)

Taharqa proved to be one of the greatest rulers of Kush He took over at the age of 28 and ruled from 688 to 663 B.C. Taharqa pushed the power of Kush far beyond the borders of Egypt. He ruled lands all the way from the Mediterranean Sea to the Abyssinian Mountains. This area covered more than 1/5 of the African continent. (see map)

The accounts of Taharqa himself mention "the wives and children of the princes of Lower Egypt" whom he had made into temple servants. This showed his power over the princes in the Nile Delta. Trade increased. Taharqa built or restored many famous temples at Kewa, Karnak, Thebes, and Memphis. One temple, the Temple of the Sun, was known throughtut the ancient world.

The prophet Isaiah wrote of Kush under Taharqa:

> "Ah! Land of the buzzing wings,
> Which lies beyond the rivers of Kush,
> That send ambassadors by the Nile
> In papyrus vessels on the face of the waters!
> ...To a nation tall and sleek,
> To a nation dreaded near and far,
> To a nation strong and triumphant."
> Isaiah 18:1 & 2

The rise of Assyrian power and the retreat to Meroë:

The prosperous reign of Taharqa was constantly interrupted by Assyrian attacks. Most of these attacks resulted in defeats for Assyria. But in 671 B.C. Esarhaddon, who succeeded Sennacherib, moved against Egypt with a powerful assault. Esarcherib, moved his troops across the hot and dry Sinai Desert on camels, the first use of camels in such a battle in history.

Esarhaddon (Es-ar-had-don) defeated Taharqa's armies on the Egyptian frontier and in two weeks had reached Memphis to beseige it. Taharqa escaped Memphis before it fell--although the Assyrians later minted a coin showing Taharqa as a Negro captive with a ring in his nose. However, the Assyrians did capture the concubines and children of Taharqa.[10]

Trouble at home forced Esarhaddon to abandon Egypt. He left after proclaiming himself king of Upper and Lower Egypt. Soon after he left, however, Taharqa was back with re-inforcements. Taharqa reclaimed Memphis in 669 B.C. and regained control of the Nile Delta.

But the Assyrians were back in a year. In 668 B.C. Esarhaddon died in a second campaign against Taharqa, and his son Ashurbanipal (Ash-ur-ban-e-pall) continued the war. The Kushites fought hard, but they were no match for the ironclad horses and iron chariots of the Assyrians were racing through Thebes, the capital of Egypt. The Kushites were thus pushed out of Egypt, down into Kush proper in 666 B.C. Taharqa died 3 years later (663) at the early age of 46.

The Kushites made two more come-back attempts, both unsuccessful, and then retreated into Kush, forsaking Egypt forever. Around 540 B.C. the royal family of Kush moved its capital further south from Napata to Meroë (Mer-roy-ay). They probably made this move because Meroë had become an important center of trade and culture. Meroë was situated in a fertile area with rich grazing land for the huge herds of cattle of the royal family. It stood at the crossroads of a great trading route from west to East in Africa. Finally, Meroë had become a center of metal-working in gold, silver, bronze, and iron. Iron, of course, was a metal that was much in demand in the ancient world.

We know little of the life of the Kushites at Meroë. Despite the fact that Meroë was a thriving city for 600 years, we have to depend upon what we have learned from digging up the ruins of Meroë or from peoples of other languages who knew the Kushites. We cannot read the language of the Kushites at Meroë! After moving to Meroë, the Kushites dropped the Egyptian style of writing (called hieroglyphs) and developed their own script (called "Meriotic cursive"). This writing has not yet been understood although language scientists are working hard to de-code it.

Most of our knowledge of Meroë, then, comes from what has been turned up by scientists working at its ruins. Pyramids mark the ruins from a distance. The ruins of the famous Temple of the Sun have been found. Although only a small part of the city has been dug up, other temples have been found, as well as two palaces, a swimming bath (modelled after Roman-style baths), and some ordinary houses. In the houses of the rich the diggers found all kinds of objects--glass bottles and windows, silver bowls, iron lamps, and gold jewelry. In the other houses they found things like grindstones, razors, metal knives, swords, arrowheads, and baskets. All kinds of pottery are found, from ordinary cooking pots to beer pots. "The beer pots are like enormous flasks and are so common that it is clear that the Kushites much enjoyed their beer".[11]

Kush stayed wealthy and powerful until well after the birth of Christ. But after A.D. 200, Kush began to fade. As its power waned, that of its neighbors, the Abyssinians, was on the rise. In A.D. 350, the Abyssinians, led by king Aezanes (E-zay-nis), swept down from the mountains and destroyed the kingdom of Kush.

Not all of the Kushites were killed or captured by the Abyssinians. Many escaped and made their way west and south in Africa, bringing with them the secrets of over 5,000 years of Egyptian and Kushite culture. The full story of this migration from Kush is not yet known, but there is evidence that many peoples in west African and South Africa trace their origins from the area of the Nile Valley.

So the destruction of Kush does not diminish its glory. Kush ranks as the first black kingdom to achieve a position of power and respect in the world. They myth of Negro inferiority and backwardness is shown to be false by this early example of Negro leadership in the cradle of civilization.

FOOTNOTES:

1. Weigall wrote this in his book A Short History of Egypt, (London, 1920). This famous quote has been referred to by many writers on black history. See for example The *World and Africa, (New York, International, 1965), by* Dr. W.E.B. Dubois; p. 137.

2. Hoshea was a vassal of Shalmanezar, king of Assyria. Hoshea was used as a pawn by the Kushites to tie down the Assyrians. His downfall came when he revolted in the year 721 B.C. After negotiating with a military commander from Egypt.

> "Against him came up Shalmanezar, king of Assyria and Hoshea became his vassal, and paid him tribute. But the king of Assyria found treachery in Hoshea, for Hoshea had sent messages to So, king of Egypt, and he offered no tribute to the king of Assyria...therefore the king of Assyria shut him up, and bound him in prison."
> II Kings, 17:3 & 4

The Bible has a wealth of information about Kush. Kush is mentioned many times in the Old Testament, although sometimes it is called "Ethiopia". In Hebrew legend, "Kush" was an offspring of Ham, who was a son of Noah. "Ham" was one of the original 12 tribes of mankind which spread out all over the earth. Ham and his offspring are black and brown-skinned people.

> "The sons of Ham: Kush, Egypt, Put, and Canaan."
> Genesis 10:6

Kush (called Ethiopia) is mentioned as a great power by the Prophet Nahum when he prophesies the destruction of Nineveh, capital of Assyria:

> "Wasted is Nineveh; who will bemoan you?
> ...Are you better than Thebes
> that sat by the Nile....
> Ethiopia was her strength,
> Egypt too, and that without limit;
> Put and the Libyans were her helpers.
>
> Yet Thebes was carried away...
> and her great men were bound in chains."
> Nahum 3:9 & 10

3. Herodotus, Histories, translated by Agin Selincourt (Penguin Books, 1964): Quoted in The Lost Cities of Africa, by Basic Davidson (Boston, Atlantic, Little, Brown, 1959), p. 47.

4. The Canaanites not only fought off the attacks of the Hebrews. They used their knowledge of iron to conquer and enslave the Hebrews.

> "And the children of Israel...did whqt was evil
> in the sight of the Lord...And the Lord sold
> them into the hand of Jabin (Jay-bin) king of
> Camaan...And the children of Israel cried unto
> the Lord, for (Jabin) had 900 chariots of iron,
> and 20 years he mightily oppressed the children
> of Israel."
>
> Judges 4:1-3

5. This quotation is from the book, Egypt of the Pharoahs, by Sir Alan Gardiner (London, Oxford, 1961), p. 237. Piankhi's account of his conquest of all of Egypt was written in fine Egyptian on a granite stela (a stone slab shaped like a modern garvestone which the Egyptians used to record events by inscribing on them). This stela was translated at length by J.H. Breasted in his Ancient Records of Egypt, vol. 4 (Chicago, 1906-'07), p. 861ff.

   The story of Piankhi's chase after Nemrat and Tefnakhte, which I have adapted for this history of Kush, is related at length and in colorful detail in Breasted's Records.

6. Herodotus, op. cit.

7. II Kings 18:13

8. The tribute of 300 talents of silver and 30 talents of gold levied on king Hesekiah by Sennacherib was very heavy:

> "And Herekiah gave him all the silver that
> was found in the house of the Lord, and
> in the treasures of the king's hourse.
> At that time, did Hezakiah cut off the
> gold from the doors of the temple of the
> Lord, and from the pillars which Hezekiah
> king of Judah had over-laid, and gave it
> to the king of Assyria."
>
> II Kings 18:15 & 16

9. II Kings 19:37

10. For a fascinating and detailed account of the fall of Kush from rule of Egypt, see J.A. Arkell's History of the Sudan to 1821 (Univ. of London, Athlone Press, 1955), especially chapter 6 "Kush conquers Egypt".

11. This quotation is from Margaret Shinnie's Ancient African Kingdoms, (New York, St. Martins Press, 1965), p. 33. This little book has an up-to-date account of the findings of archaeologists digging up the ruins of Kush. It is also a good source of information about other black civilizations of Africa.

NEGROES IN THE OLD WEST

Most people today don't know that Negroes helped to tame the West. More than 400 years ago a black explorer named ESTEVANICO led a Spanish party into New Mexico in search of gold. Estevanico mapped whole sections of the West for the first time. Negroes helped to start many cities in the West. A Negro named DE SABLE was the founder of Chicago. Negro families helped to found Los Angeles and San Francisco

Negro Cowboys

When Americans started to move west to build a new life, there were many Negroes who also went west. Many became cowboys. Negroes helped drive the cattle up from Texas to the northern railroads where the cattle would be sold. The trip took about three months. It was very dangerous work. Cattle rustlers might try to steal the cattle. A thunder storm or a gunshot might stampede the herd and kill many cowboys. But still the Negroes came. Over 5,000 Negro cowboys helped in these cattle drives.

Many Negroes served as cooks instead of cowboys. These cooks were in charge of setting up camp and feeding the cowboys. Black cooks helped keep the cowboys' spirit, by telling stories and playing the fiddle and banjo. A good cook was a valuable man to the cowboys.

When the first jail was built in Abilene, a Negro cook was the first prisoner. He also was the first to escape when the cowboys he cooked for came and broke him out. They chased the sheriff off and shot up the town. The cowboys always tried to keep the cooks happy.

Buffalo Soldiers

You would never know it from the cowboy shows on TV, but there were many Negroes in the cavalry. Two whole regiments (about 10,000 men to a regiment) were all-Negro--the 9th and the 10th. They saw duty all over the West--from the borders of Mexico clear up to Canada. The Indians called them "Buffalo soldiers" because their tight curly hair looked like buffalo hair. Negro soldiers fought in many battles with the Indians. Negro cavalry captured Geronimo, the greatest of the Apache chiefs.

Sometimes Negro soldiers even fought against Negro Indians. For hundreds of years, escaped Negro slaves and Indians had been inter-marrying. Sometimes whole Indian tribes looked like Negroes. Negroes joined almost every Indian tribe in America.

Sometimes Negroes fought on both sides. One Negro who was on both sides was JAMES BECKWITH. He was a trapper, mountain man, army scout, and Indian fighter. But he also was a member of several Indian tribes. When he died he was a chief of the Crow Indians.

Negro Outlaws

Negroes did other things besides herding cows and fighting in the cavalry. They were also farmers, trappers, miners, and prospectors. A few owned saloons, dance halls, hotels, and gambling houses. There were also some bad Negroe outlaws.

Take BEN HODGES of Dodge City for example. He was a swindler, forger, and cattle thief. Nobody trusted him but most people liked him. It was hard to find a jury that would convict him of anything. He lived a long life. When he died, he was buried near the founding fathers so they "could keep an eye on him".

CHEROKEE BILL was another Negro outlaw. But unlike Ben Hodges, Cherokee Bill was not liked. He was a robber and professional killer. He enjoyed killing people. He was handsome, a sharp dresser, and had many sweethearts all over the West.

By the time he was 20 years old, he had killed so many people that the judge that sentenced him to hang called him "a monster". They asked him if he had any last words to say before they hanged him; he, "No. I came here to die--not to make a speech".

Negroes rode with Billy the Kid and Negro cavalry rode after them. Black people were a part of almost everything that happened in the wild west.

How were Negroes treated in the West?

Negro cowboys met with some discrimination. Many white people from the South moved West and brought their prejudices with them. Sometimes these racist white killed black people for no other reason than the color of their skin.

But their was some justice in the West for Negroes. If a white man murdered a black man he might hang for it. If a Negro killed a white man in self-defense he might not be jailed and lynched for it like in the South. A Negro's testimony in court could put a white man at the end of a rope.

Why was the west so different from the rest of the country? For one thing, there had been no slavery in the West. White people there had not grown used to seeing black people in a beaten down position as a slave. In other parts of America, white workers were afraid that Negroes would get their jobs. They hated Negroes for this. In the West, there were more jobs than workers. If a man could work hard, that was more important than his skin color. Even so, very few Negroes got the top jobs.

Cherokee Bill

What do you know about Negro cowboys? There were thousands of Negro cowboys in the Old West. Some of them became outlaws. One of these black outlaws was called Cherokee Bill.

Cherokee Bill was a gunslinger. He was a killer for hire. He shot many people--railroad agents, bank tellers, Indian police, and sheriffs. He was so bad one town passed a law making it a crime for anyone to bother him while he was there. Cherokee Bill liked to kill people.

ILLUSTRATION

Cherokee Bill was a handsome young man. He was part Indian, part white, and part Negro. He had long, black wavy hair that fell to his shoulders. He was copper-skinned, tall and graceful.

He loved to wear expensive clothes like Stetson hats, big coats, and leather boots.

Cherokee Bill was a ladies man. He had sweethearts all over Oklahoma territory. But this very success with women led to his downfall. Bill was caught while visiting his favorite girl. Her cousin was a former U.S. marshall.

Bill was only 20 years old when he was caught. Yet he had killed so many people that the judge called him a "monster". Bill was sentenced to hang. But the day before he was to die, Bill tried to break out. He failed. But he killed two jailers anyway.

When they brought Cherokee Bill up to hang, they asked him if he had any last words to say. He said "No. I came here to die--not to make a speech".

PIRATES OF PUERTO RICO

Captain Kidd

Have you ever seen a movie about pirates? If you have, then you probably know of Captain Kidd. Captain Kidd was a very famous pirate. Many books have been written about him.

Captain Kidd did most of his robbing of ships in the 1690's--almost 300 years ago. He stole thousands of dollars worth of gold, silver, silks, and satins. Much of his treasure was never recovered. It is said that he buried some of it in Puerto Rico.

Puerto Rico was a paradise for pirates. The rugged coastline of the island gave many good, hidden harbors to the pirates. Here the pirates were safe from storms and from the law. At that time, Puerto Rico was covered with hills and forests. There were only a few roads. San Juan was the only well-guarded part of the island.

ILLUSTRATION

The pirates bought food and water from the Indians and settlers with pirate gold. Many pirates settled on the island and lived off the land. All races mingled in these areas--white, Indian, and Negro (from escaped slaves).

Captain Kidd was a visitor to Puerto Rico many times. He made his last visit in 1699. He had just robbed his biggest ship--the Quedagh Merchant. But the law was after him. He landed on many islands in the Caribbean, trying to hide his treasure. Kidd was finally caught and hanged. Most of his treasure was found.

They never found all of Captain Kidd's treasure. The people of Ponce, in Puerto Rico, say Kidd's treasure is buried there. People say this all over Puerto Rico--as they do in all the islands of the Caribbean.

But Ponce may be the place. The little island off ponce is still called "Caja de Muertos"--which means Dead Man's Chest.

APPENDIX O

FREE READING GUIDE

FREE READING GUIDE

A 600 title paperback Library for School Drop out Youth. Based on study interest and reading levels of MFY trainess enrolled in remedial Education.

Author	Title
Adventure books	
Avallone, M.	Thousand Coffins Affair, (Magna Book Distrib.)
Avallone, M	The Man from U.N.C.L.E. (Ace)
Barlow, R.	Danger at Mormon Crossing, (Tempo)
Bennett	Great Tales of Action of Adventure (Poe, Chesterton, London), (Dell)
Eowen, R.S.	Flight Into Danger, (Nova Books)
Brickhill	The Great Escape, (Fawcett World Libary)
Buck, Pearl	The Big Wave, (Berline)
Burroughs	Jungle Tales of Tarzan, (Magna)
Canaway	Boy Ten Feet Tall, A. (Orig. Find The Boy) (Ballantine Books)
Clare	Rescue Party, (Dell Laurel)
Clark	The Treasure of The Great Reef
Coggins, J.	Young Viking. (Berline)
Coolidge, O.E.	Hercules & Other Tales from Greek Myths Camb., (Berline)
Corbin, W.	High Road Home, (Tempo)
Dana	Two Years Before the Mast, (Bantam)
DeFoe, D.	Robinson Crusoe, (Dell)
Dodson	Away All Boats, (Bantam)
Dumas	The Man In the Iron Mask, (Pyramid)
Dumas, S.	Robin Hood, Prince of Outlaws, (Dell)
Edmonds	Drums Along The Mohawk, (Bantam)
Faraday, R.	Samax, The Gladiator, (Dell)
Fleming, I.	From Russia With Love, (Signet)
Fleming, I.	Doctor No, (Signet)
Fleming, I.	Diamonds are Forever, (Signet)
Fleming, I.	Live & Let Die, (Signet)

Author	Title
Adventure books	
Fleming, I.	Moonraker. (Signet)
Fleming, I.	The Spy Who Loved Me. (Signet)
Fleming, I.	You Only Live Twice. (Signet)
Forester, C.	Captain Horatio Hornblower Part 1, Beat to Quarters. (Riverside Litert. Series)
Forester, C.	The Captain from Connecticut. (Bantam)
Forester, C.	Hornblower & the Atropos. (Magna)
Forester, C.	Hornblower & the Hotspur. (Magna)
Forester, C.	Lieutenants Hornblower. (Bantam)
Forester, C.	Midshipman Hornblower. (Magna)
Forester, C.	Ship of the Line. (Magna)
Forester, C.	Sink the Bismark. (Bantam)
Freedman, Nancy & Benedict	Mrs. Mike. (Bantam)
Fuman, S.	Frontier Stories. (Lantern)
Gallico	Hurricane Story
Gibson	Recollection Creek
Green, R.	King Arthur & His Knights. (Penguin)
Hoggard	King Solomon's Mines. (Dell)
Hall, J.	Forgotten One & Other True Tales of the South Seas. (Atlantic-Little, Brown, Paperbacks)
Hamon, L.	Dangerous Journey. (Voyager)
Harris	Bang The Drum Slowly
Heyrdahl	Kon-Tiki. (Pocketbooks)
Hope	The Prisoner of Zenda. (Pyramid)
Hayle	Assian's Ride
Icenbower	The Scarlet Raider. (Nova)
Johnston, W.	Get Smart Once Again. (Tempo)
Johnston, W.	Sorry Chief. (Tempo)
Johnston, W.	Get Smart. (Tempo)
Kipling, R.	Captains Courageous. (Dell)

Author	Title
Adventure books	
Kipling. R.	Kim, (Dell)
Kipling R. Connell ed.	The Most Dangerous Game, (Berkley)
Kjelgaard, J.	Big Red, (Starline)
Korn, J.	The Raising of the Queen
London, J.	Smoke Bellew, (Signet)
London, J.	Sea Wolf, (Bantam)
London, J.	South Sea Tales, (Pyramid)
Lord	Night to Remember, (Bantam)
McDaniel, D	The Dagger Affair, (Dell) (Man from U.N.C.L.E.#4)
MacLean	Guns of Navarone, (Magna)
MacLean	Night Without End
McSurgan, M	Snow Treasure, (Berline)
Memll, J.	Pushcart War, (Tempo)
Michael	I Married a Hunter
Nordhoff & Hall	Hurricane, The (Pyramid)
Nordhoff & Hall	Man Against The Sea, (Pocket Books)
Nordhoff & Hall	Pitcairn's Island, (Pocket Books)
Pease	Hurricane Weather
Phillips	The Impossibles
Pyle, H.	Some Meany Adventures of Robin Hood, (Scribner)
Pyle, H.	Story of King Arthur & His Knights, (Dover)
Reinfeld, F.	Trappers of the West, (Dell)
Richter, C	Light In The Forest, (Bantam)
Roberts	Northwest Passage, (Fawcett World Libr.)
Roberts	Rabble In Arms, (Fawcett World Libr,)
Roueche	Eleven Blue Men, (Berkley)
Sandox, M.	The Story Catcher, (Tempo)
Russell	The Great Explosion
Sabatini	Captain Blood, (Pyramid)
Sabatini	Master-At-Arms

Author	Title
Adventure books	
Sabatini	Scaramouche, (Bantam)
St. Exupery	Night Flight
Sandoz	Crazy Horse
Somerfelo, A.	Miriam. (Starline)
Steele, W.	The Penlous Road, (Voyager)
Stevenson, R.	Black Arrow, (Dell)
Stevenson, R.	Kidnapped, (Dell)
Stevenson, R.	Treasure Island, (Dell)
Stewart,	Moon-Spinners, (Faw)
Stewart,	Nine Coaches Waiting
Swift, J.	Gulliver's Travels, (Dell)
	Tales of Action & Adventure
Thomas, D.	Underwater Adventure Stories, (Lantern)
Traver	Treasure of the Sieria Madre, (Magna)
Twain, M.	Adventures of Huckleberry Finn Wash. Sq.
Twain, M.	Adventures of Tom Sawyer, (Dell)
Villiers, A.	Great Sea Stories, (Dell)
Waldron & Gleeson	The Frogmen, (Berkley)
Wallace	Ben Hur, (Bantam)
White, T.H.	Sword in the Stone, (Dell)
Wibberly, L.	Epics of Everest, (Dell)
Wittington	Doomsday Affair, (Magna)
Wyss, J.	Swiss Family Robinson, (Perennial)
Animals	
Adamson	Born Free, (MacFadden-Bartell)
Adamson	Forever Free, (MacFadden-Bartell)
Adamson	Living Free, (MacFadden_Bartell)
Alexander, D.	History & Romance of the Horse, (Cooper Sq. Publishers)
Andrews	Black Tiger, (Dell Laurel)
Andrews, R.C.	Quest of the Snow Leopard, (Tempo)
Bagnold, E.	National Velvet, (Tempo)

Author	Title
Animals	
Balch, G.	Christmas Horse, (Berline)
Balch, G.	White Ruff, (Berline)
Beatty_,	Have You Ever Wondered?
Buonford, Sh.	Incredible Journey, (Bantam)
Cooper	Big Book of Horse Stories, (Berkley)
Cooper	Famous Dog Stories, (Berkley)
Cooper, Page	Famous Dog Stories, (Berkley)
Frame	1001 Ways to Enjoy You, (Cat)
Frank, Morris & Clark, Blake	First Lady of the Seeing Eye, (Pyramid)
Gipson, F.	Old Yeller, (Perennial)
Gipson, F.	Savage Sam, (Washington Sq.)
Gordons, The	That Darn Cat, (Magna Book Distr.)
Henry, M.	Shamrock Queen, (Always Reddy) Beeline
Kalashnikeff, N.	Toyon, A Dog of The North and His People, (Harper)
Kipling, R	Jungle Books, (Dell, Signet)
Kipling, R.	Just So Stories, (Shocken)
Kjelgaard	The Black Horse, (Pell Laurel)
Knight, Eric	Lassie Come Home, (Tempo)
London, Jack	Brown Wolf & Other Jack London Stories, (Acom.)
London, Jack	Call of the Wild, (Airmont)
London, Jack	Call of the Wild & Other Stories, (Signet Classic)
London, J.	Call of the Wild & White Fang, (Bantam)
London, J.	White Fang, (Airmist)
Lyons, D.	Dark Sunshine, (Voyager)
Maxwell	Ring of Bright Water
Miller	Fury; Station of Broken Wheel, (Ranch)
Montgomery, R.	Yellow Eyes, (Starline)
Monat	Dog Who Wouldn't Be
Monat	Never Cry Wolf, (Dell Laurel)
Rawlings, M.K.	The Yearling, (Scribner)

Author	Title
Animals	
Sanderson,	Amimal Treasure
Sewell, A.	Black Beauty, (Dell)
Shore, R.	Amazing But True Animals, (Fawcett)
Terhune, A.P.	Lad of Sunnybank, (Perennial)
Thomas, D.	Dog Stories, (Lantern)
Thomas, D.	Horse Stories, (Lantern)
Wharton, V.	The Coming of Flame, (Dell)
Wharton, V.	Flame, Son of Silver Cloud, (Dell)
White, E.B.	Charlotte's Web, (Penguin) (Puffin)
White, H.B.	Things With Claws
Zim, Dr. H.	Mammals, (Gold paperbacks)
Biography books	
Aldrich,	A Lantern in Her Hand, (Tempo Books)
Anderson,	My Lord, What a Morning, (Avon)
Armstrong,	Satchmo, (Signet)
Bainton,	Here I Stand: A Life of Morton Luther
Baldwin	Nobody Knows My Name, (Dell Laurel)
	The Beatles Up-to-date, (Biog & Photos Lancet)
	Biog.Amer.Negroes, (Doubleday Zenith Books)
Bishop,	Day Christ Was Born, (Pocket Books)
Bishop, J.	The Day Lincoln Was Shot, (Harper)
Bocca,	Adventurous Life of Winston Churchill
Brahan,	The Complete and Authentic Life of Jesse James
Buckmasen,	Let My People Go
Burgess	Who Walk Alone
Conrad, E.	Harriet Tubman, (International Publ.)
Crichton,	Great Imposter, (Magna Book Distr.)
Curie,	Madame Curie
de Kruif	Microbe Hunters, (Pocket Books)
Dobler, L. & Brown, Wm.A.	Great Rulers of the African Past
Douglass, F.	Narrative of the Life of Frederick Douglass

Author	Title
Biography books	
Frank, A.	Diary of a Young Girl, (Pocket Book)
Gaddis,	Birdman of Alcatraz
Gelman,	Bob Cousey: Magician of Pro Basketball
Gibson, A.	I Always Wanted To Be Somebody, (Harper)
Goodman,	Out Own Story By The Rolling Stones, (Bantam)
Goodman,	Stan Musial
Griffin,	Black Like Me
Harris,	The Junkie Priest, (Pocket Books)
Hickok, L.	Story of Helen Keller, (Tempo Books)
Johnson, J.W.	The Autobiographyof an Ex-Colored Man, (American Centuries Series)
Killilea,	Karen
Killilea,	With Love from Karen
Kytle,	Willie Mae, (Signet)
Lamb,	Genghis Khan, (Bantam Pathfinder Editions)
Lee,	J.F.K. Boyhood to White House (Fawcett World Library)
Leopold,	Life Plus Years, (Popular Libr.)
Leon, H.	Fighters for Freedom: Jefferson & Boliver (Apollo Editions Inc.)
Machlin, M.	MacArthur: A Fighting Man's Story, (Nova)
Mantle,	Quality of Courage
Mersand, J.	Great American Short Biographies, (Dell)
Miers, E.S.	Story of John F. Kennedy
Minney	Fanny and The Regent of Siam
Mooney, B.	Lyndon Johnson Story
Paige, L.	Maybe I'll Pitch Forever, (Black Cat Series)
Rutherford, Peggy	African Voices, (Grosset & Dunlap Universal Libr.)
Schoor,	Young John Kennedy, (McFadden Bortell)
Shechter	Roger Maris, (Macfadden)
Sheperd	The True Story of the Beatles, (Bantam)
Silverman	Warren Spahn

Author	Title
Biography books	
Sterling, D. & Quarles, B.	Lift Every Voice, (Zenith)
Thorne, A.	Story of Madam Curie (Tempo Books)
Wa	The Addict, (Fawcett World Library)
Washington,	Up From Slavery, (Bantam)
Ford, W.	Fighting Southpaw, (J. Lowell, Pratt & Co.)
Wright,	Black Boy, (Signet)
Wright, R.	The Outsider, (Harper)
Wright, R.	Uncle Tom's Children, (Harper)
Young,	Rommel, The Desert Fox, (Berkley)
Career books	
Ackworth,	Dr. Kildare.
Archibald, J.	Aviation Cadet, (Nova)
Bailey,	Fair Exchange
Barlow, R.	Black Treasure, (Tempo)
Bialk E.	Marty, (Starline)
Bialk, E.	Marty Goes to Hollywood
Bunn,	Gus Wilson's Model Garage, (Berk)
Carlin,	Deadline,
Cason,	How to Become an Airline Stewardess, (MacF.)
Cavanna, B.	Stars in Her Eyes, (Berkley)
Christopher, L.	Robin West: Freshman Nurse, (Dell)
Christopher, L.	Robin West, Nurse's Aide, (Dell)
Cunningham,	How to Become a Nurse, (MacFadden)
De Leeve	Doctor Ellen, (Ace)
De Mille,	Dance to The Piper, (Bantam)
Deming,	School Nurse, (Tempo Books)
Devaney,	100 New Job Opportunities, (Popular Library Books)
Felsen,	Davy Logan, Interne (Berkely)
Plynne, P.	So You Want To Be An Executive Secretary, (Magna Book Distrib.)
Hale,	School Nurse, (Ace Books)

Author	Title
Career Books	
Headly, E.	She's My Girl, (Tempo)
Humphries,	Clinic Nurse
Humphries,	Flight Nurse, (Berkley)
Humphries,	Navy Nurse
Johnson,	Third Triumvirate Manufacturing Co., (Dell Laurel)
Karneke,	Navy Diver, (Ace)
Landon, M.	Anna and the King of Siam, (Washington Sq.)
Levin, B.	Safari Smith, Peace Corps Nurse, (Nova)
Lewis, S.	Arrowsmith, (Signet Classics)
Litten, F.N.	The Kingdom of Flying Men, (Pocketbook, Jr.)
McCulloch, M.	Second Year Nurse, (Starline)
MacDonald,	Roxanne, Company Nurse, (Berkley)
Marsh,	Nurse Annette,
Meader, S.W.	Bullozer, (Voyager)
Moore,	Career Guide for Young People (Magna Book Distrib.)
Morgan,	Molly Sloan: Special Nurse, (Curtis)
Nelson,	Air Stewardess
Nourse,	So You Want To Be A Nurse, (Magna Book Distrib.)
Newell,	Cap for Mary Ellis, (Berkley)
Pyle,	Man of Iron, (Avon)
Roberts,	Studio Nurse,
Shay,	American Heroes of Legend and Lore,
Stolz,	Hospital Zone,
Stolz,	Student Nurse, (Berkley)
Sullivan,	Peace Corps Nurse, (Nova Books)
Villiers, Cap. A	The Windjammer Story, (Beeline)
Cars Books	
Armer, A.	Screwball, (Tempo Books) (Grosset & Dunlap)

Author	Title
Cars Books	
Avery,	Warden's Niece
Bowne,	Hot Rod Angels,
Bowen, R.S.	Hot Rod Fury, (Monarch)
Campbell, R.W.	Drag Doll, (Nova Books)
Felsen,	Crash Club, (Bantam)
Felson, H.G.	Hot Rod, (Bantam)
Felson,	Road Rocket, (Bantam)
Felson, H.G.	Street Rod, (Bantam)
Gault,	Drag Strip, (Berkley)
Gault, W.C.	Speedway Challenger, (Berkley)
Hall,	Downhill Racers,
Harkins, P.	The Day of the Drag Race, (Berkley)
Horsley,	The Hot-Rod Handbook, (American Sports Library)
Jackson, Cary	Stock Car Racer, (Signet Key)
Johnson, A.L.	Hot-Rod Reporter, (Nova)
Laas	Feel of the Road, (Magna)
Longstreet,	Boy in the Model-T.
Ogan, M. & G.	Devil Drivers, (Nova Books)
Philip,	Day of the Drag Race, (Berkley)
Purdy,	King of the Road,
Stanford, D.	The Red Car (Starline)
Sullivan, G.	Famous Auto Racing Thrills, (Nova Books)
Crafts, Games, Grooming, Self-help Books	
Aller, D.	Wood Carving, (Lane Book Co.)
Arestein,	Cartooning
	Arrow Book of Crossword Puzzles & Games, (Beeline)
Balch, M	Word-A-Day, (Beeline)
	Betty Crocker's New Good and Easy Cook Book.
Blanch, D.	It's Fun to Paint, (Tudor Publishing Co.)
Bogorad, A.D.	It's Fun to Draw, (Tudor Publish. Co.)
Bradlee	Instant Tennis.
Bracken,	I Hate to Cook Book

	Author	Title
	Crafts,Games,Grooming,Self-Help	
☐	Bracken,	I Hate to Housekeep Book,
☐	Brand,	Folksong For Fun, (Magna Book Distrib.)
☐	Button,	Instant Skating,
☐	Cannon,	Can-Opener Cookbook, (Magna Book Dist.)
☐	Caravan, G. &C.	We Shall Overcome, (Oak Publications)
☐	Carlson, B.W.	Act it Out, (Abingdon)
☐	Carlson, B.W.	Fun for One or Two, (Abingdon)
☐	Carlson, B.W.	Make It & Use It, (Abingdon)
☐	Carlson, B.W.	Make It Yourself, (Abingdon)
☐	Churchill, R. & B.	Guide to Glamour & Personality, (Magna)
☐	Cornell,	All About Boys,
☐	Cornell,	Betty Cornell's Glamour Guide for Teens, (Pocket Books)
☐	Dreiblatt,	Knitting for Everyone
☐	Ehrlich,	How to Study Better and get Higher Marks, (Bantam)
☐	Engel, L.K.	500 Songs That Made the Hit Parade, (Magna Book Distr. Bantam)
☐	Evans, John C.	Touch Typewriting, (Barnes & Noble Inc.)
☐	Fallon, M.	Muscle Building for Beginners, (Arco Books)
☐	Fenton,	From Teen to Twenty: Beauty is Knowing How, (Magna Book Distrib. McFadden)
☐	Flesch, R.	How to Write, Speak & Think More Effectively, (Popular Library)
☐	Flesch & Lass	New Guide to Better Writing, (Popular Libr.)
☐	Frederick,	Magic Tricks,
☐	Freedman,	How to Draw, (Bantam)
☐	Proc & Lee	How to Become a Successful Student,
☐	asser,	How to Draw and Paint, (Dell)
☐	Grant,	Know Your Car and How to Drive It,
☐	Gross,	How to Work with Tools and Wood,
☐	Head, G.	Etiquette for Young Moderns, (Starline)
☐	Head, G.	Hi There, High School, (Starline)
☐		How to Study and Prepare for Exams, (Magna)
	Head, G.	Party Perfect, (Starline)

Author	Title
Crafts, Games, Grooming, Self-Help	
Head, G.	Heloise's Housekeeping Hi .
Hildreth, Peter	How to Train for Track and Field, (Arco Books)
Ives, B.	Burl Ives Song Book, (Ballantine Books Inc.)
Keiffer	McCall's Guide to Teenage Beauty and Glamour, (Magna Book Distrib.)
Lackner	Discover Yourself,
Lee	How to Become a Successful Student, (Magna Book Distributors)
Lewis, N.	How to Become a Better Reader, (McFadden Books)
Lindgren,	How to live with yourself and like it, (Fawcett)
List, H.	How to Get That Part-Time Job, (Arco Books)
Lomox, Alan	Leadbelly Songbook, (Oaks Publ.)
Lomax,	Penguin Book of American Folk Songs, (Penguin Books)
McCombs	Sewing: New Ways, New Tools, (McFaden)
McInroy, E.	Quick and Easy Guide to Driving, (Collier Books)
Maddox,	Slim Down, Shape Up Diets for Teenagers, (Avon)
Maginley, C.J.	Historic Models of Early America: and How to Make Them. (Voyage)
Malone,	Cook Book for Beginners, (Magna Book Dist.)
Marais & Miranda	World Folk Songs, (Ballantine Pocket Books Inc.)
Mayal, R.&M.	Beginners Guide to Skies, (Cornerstone Lib.)
Meyer, J. S.	The Provocative Puzzler, (Beeline)
Miller, H.	Common Sense Book of Puppy and Dog Care, (Bantam Books)
Mills, J.	Painting Made Easy
Morse, J.	Dell Book of Great American Folksongs (Dell)
Nugent,	Safe Driving Self Taught, (Cambridge - Self Taught)
Oliveira,	Spanish Crossword Puzzle Book, (Bantam)
Preston, E.	Barrel of Fun, (Beeline)
Redding,	On Becoming a Negro in America, (Bantam)
Roberts,	How to Raise and Train Pet Hamsters,

Author	**Title**
Crafts, Games, Grooming, Self-Help	
Rockowitz, M.	Crossword Fun, (Starline)
Rockowitz, M	Arrow Book of Word Games, (Beeline)
Russel, J.	TAB Crossword Puzzles, (Starline)
Saunders,	Nature Crafts, (Curtis)
Scott,	Art of Being A Girl, (Tempo)
Seeger, Pete	American Favorite Ballads, (Oak Books Inc.)
Sharet,	Learn to Read Music
Shefter,	How to Get Higher Marks in Schools, (Washington Square Books)
	Songs Work & Freedom, (Doubleday Dolphin Books)
Staten.	How to Get Ahead on Your Job
	Teenage Party & Fun Quiz Book (Magna Book Distrib.)
Thompson,	The Art of Being a Successful Student (Wash. Sq.)
Van Buren,	Dear Teen-Ager, (Pocket Books)
Wade,	Encyclopedia of Clothes Care, (Magna Book Distrib.)
Ward, R.	Roger Ward's Guide to Good Driving, (Magna Book Distrib. Perennial Libr.)
Watson,	Bantam Book of Correct Letter Writing (abr.) (Magna Book Distrib. Bantam)
Weisinger,	1001 Valuable Things Free, (Magna Book Distrib. Bantam)
West,	Teenage Diet Book, (Magna Book Distrib.)
West,	Teen-age Party and Fun Quiz Book, (Magna)
Williams & Kane	On Becoming a Woman, (Dell)
Willing,	How to Land the Job You Want, (Signet)
Woodley, C.	How to Study and Prepare for Exams, (Magna Book Distrib. Signet Key Bks.)
Woody,	Pocket Cook Book, (Pocketbook)
Family Life & Romance Books	
Alcott, L.M.	Little Women, (Penguin) (Puffin)
Barrett,	The Lilies of the Field, (Popular Libr.)
Bialk,	[illegible]

Author	**Title**
Family Life & Romance Books	
Brink, C.R.	Caddie Woodlawn. (Acorn)
Bronte, C.	Jane Eyre. (Dell)
Cadell,	I Love a Lass.
Cavanna,B.	Angel on Skis. (Berkley)
Cavanna,	A Date for Diane. (Berkely)
Cavanna,	Fancy Free. (Berkley)
Cavanna,B.	The Boy Next Door. (Berkley)
Cavanna.	Love, Laurie.(Berkley)
Cavanna.	Passport to Romance. (Berkley)
Cavanna, B.	The Scarlet Sail. (Berkley)
Cavanna.	Six on Easy Street. (Berkley)
Cleary.	Beaver and Wally
Cleary.	Here's Beaver
Craig.	Marsha. (Berkley)
Craig, M. M.	Now That I'm Sixteen. (Berkley)
deJong.	By Marvelous Agreement. (Berkley)
Doss H.	The Family Nobody Wanted (Scholastic)
duJardine R.	A Man for Marcy (Berkley)
duJardin	Boy Trouble (Berkley)
duJardin	Class Ring (Berkley)
duJardin R.	Double Date (Berkley)
du Jardin	Double Feature (Berkley)
duJardin	Double Wedding (Berkley)
duJardin	Marcy Catches Up (Berkley)
duJardin, R.	The Real Thing (Berkley)
duJardin	Senior Prom (Berkley)
duJardin	Showboat Summer (Berkley)
[illegible]	[illegible] (Signet)
Em. A	Going Steady (Berkley)
Emery	[illegible]
Emery A.	A Dream to Touch (Berkley)

	Title
	Family Life & Romance Books (Continued)
Emery	Dinny Gordon (Sophomore) (Berkley)
Emery	First Love Farewell (Berkley)
Emery	First Love True Love (Berkley)
Emery	First Orchid For Pat (Berkley)
Emery	Hickory Hill (Berkley)
Emery	Married on Wednesday (Berkley)
Emery A.	Sweet Angel (Starline)
Emery	Sweet Sixteen (Magna Book Distrib.)
Emery	Vagabond Summer (Berkley)
Erdman L. G.	My Sky is Blue (Pyramid)
Felsen H. G.	Bertie Makes a Break (Starline)
Felsen H. G	Two & The Town (Scriber)
Ferber	Cimarron (Bantam)
Frick C. H.	The Comeback Guy (Voyager)
Furman S. L.	Romance Stories (Lantern)
Gilberth F B. Carey E. A.	Cheaper by the Dozen (Bantam)
Graham L.	South Town (Signet)
Halacy D S Jr.	High Challenge (Acorn)
Hansberry	Raisin in the Sun (Signet)
Hartwell	Something for Laurie (Berkley)
Hunt, I	Across Five Aprils (Tempo)
Kohner	Gidget, (Bantam)
Leinhauser R.	Patricia's Secret
Llewellyn	How Green was My Valley
Low	Hold Fast the Dream
McSwigan M	Three's a Crowd (Starline)
Marshall C.	Julie's Heritage (Starline)
Meckaris M.	Big Doc's Girl (Pyramid)
Paton	Too Late the Phalanu (Signet)
Paton	Cry The Beloved Country (Scribber Libr.)

Author	Title
Family Life & Romance Books (Continued)	
Petry, A.	The Street, (Signet)
Petry, A.	Country Place, (Signet)
Sire, G. & J.	Something Foolish, Something Gay (Berkley)
Shotwell, L. R.	Roosevelt Grady (Tempo)
Shulman	West Side Story (Pocket Books)
Smith	A Tree Grows in Brooklyn (Popular Libr.)
Spencer	Light In the Piazza (Magna Book Distr.)
Steinbeck	The Pearl (Bantam)
Steinbeck	Travels with Charley (Bantam)
Sterling, D.	Mary Jane (Scholastic Bk. Services)
Stolz, M.	And LoVe Replied (Harper)
Stolz	The Day and the Way We Met
Stolz, M.	Pray Love, Remember (Tempo)
Stolz, M.	Ready or Not, (Perennial)
Waite H. E	Make A Joyful Sound (Starline)
Weber, L M.	Meet the Malones (Berkley)
History	
American Heritage Editors:	Alexander The Great, Charles Vanderbilt with C Verneule (Perennial)
	D-Day: The Invasion of Europe, Henry Moscow with C Beack (Perennial)
	Naval Battles and Heroes Al Hine with S. Marshall (Perennial)
Annixter J.	Buffalo Chief (Dell)
Aptheker, H.	American Negro Slave Revolts New World (Paperbacks)
Blair, Lewis	Southern Prophecy (Little)
Bohannan, P.	Africa and Africans (The Natural History Library)
Brink, W.	Negro Revolution in America, (Simon and Schuster)
Chu, D.	A Glorious Age in Africa (Zenith)
Cottrell, L.	Wonders of the World (Tempo)
Crowell, P.	First to Ride (The First Horseman) (Beeline)

History (Continued)

Author	Title
Davidson B.	Lost Cities of Africa (Atlantic-Little-Brown)
Dobler	Pioneers & Patriots (Zenith)
Emerson C.	Magic Tunnel (Beeline)
Fast	Freedom Road (Magnet Book Distributors)
Gipson F.	Hound-Dog Man (Perennial)
Green, R.	Tales of Greek Heroes (Penguin)
Green R.	Tales of Troy (Penguin)
Gruber R.	Puerto Rico: Island of Promise (Hill and Wang)
Hughes	Fight for Freedom:Story of NAACP (Berkley)
Judd	African Independence (Dell)
King M.	Strides Toward Freedom: The Montgomery Story (Harper)
Lawson D.	The United States In World War I (Starline)
Lomax L.	The Negro Revolt (Signet)
Lord	Day of Infamy
McCarthy A.	Worth Fighting For (Zenith)
McGinley	Pocketful of Wry (Universal Library)
Oliver R	Short History of Africa (Penguin)
Shapin I.	Story of Yankee Whaling (Perennial)
WhiteHead	The FBI Story

Humor

Author	Title
	Barrel of Chuckles (Beeline)
Blake R.	101 Elephant Jokes (Starline)
Fay, J.	Beverly Hillbillies Live it Up (Avon)
Fay J.	Clampetts of Beverly Hills (Avon)
Furman, S. ed.	Humorous Stories (Lantern)
Gaines, W., ed.	Son of Mad (Signet)
Heller, J.	Jokesmith's Jubilee (Starline)
Hyman	No Time For Sergeants (Signet)
Kaufman	Up The Down Staircase (Magna Book Dist.)
Keane B.	Channel Chuckles (Starline)

Author	Title
Humor (Continued)	
Ketcham	Dennis The Menace : Happy Half Pint (Fawcett World Library)
Ketcham	Dennis The Menace: Household Hurrican (Fawcett World Library)
Ketcham	Dennis The Menace: Make-Believe Angel (Fawcett World Library)
Ketcham	Dennis the Menace: Teacher's Threat (Fawcett World Library)
Metcham	Dennis Vs. Everybody (Fawcett World Library)
Ketcham	Dennis The Menace: Who Me? (Fawcett World Library)
Key	Hazel Time (Magna)
	Laughs Unlimited (Starline)
Lear, E.	Complete Nonsense Book (Dover)
Lear E.	Nonsense Books of Edward Lear (Signet)
MacDonald	Egg & I (Magna Book Distributors)
McKenny	My Sister Eileen (Berkley)
Mell	Miss Peach (Magna)
Salinger	Catcher in The Rye (Bantam)
Shafer	Pardon My Blooper
Schultz	Fun With Peanuts
Schultz	Hey, Peanuts!
Schultz	Wonderful World of Peanuts
Sharkey	Addams Family (Magna)
Sharp	Cluny Brown (Berkley)
Skinner	Our Hearts Were Young and Gay (Bantam)
Twain	Pudd'nhead Wilson
Imaginative	
Baker D	Young Man With a Horn
Baldwin	Blues for Mister Charlie (Del Laurel)
Bontemps A.	American Negro Poetry (American Century Series)
Baum F.	Wizard of Oz (Dover)
Collodi C	Adventures of Pinocchio (Airmont)

Author	Title
Imaginative (Continued)	
Carroll L	Alice's Adventures in Wonderland and Through The Looking Glass
Dalgliesh	The Silver Pencil
Feldman ed.	African Myths & Tales (Dell)
Hewes	Famous American Plays of the 1940's
Hope, ed.	Three Negro Classics (Avon)
Hudson	Green Mansions (Bantam)
Hughes L. ed.	African Treasury (Pyramid)
Hughes L.	Big Sea (American Century Series)
Hughes L.	I Wonder as I Wonder (American Century Series)
Maugham	Favorite Short Stories (Avon)
Lambs	Tales Shakespeare (Bantam)
O'Henry	O'Henry The Four Million and Other Stories (Airmont)
Shute N.	Slide Rule (Ballantine Books)
Sneider	Teahouse of the August Moon
Taggard E.	Twenty Grand Short Stories (Bantam)
Turin M.	Connecticut Yankee in King Arthur's Court (Signet)
Wilson	Myths and Legends of All Nations (Bantam)
Wright	Native Son (Signet)
Mystery & Ghost	
Allen B.	The Clue in Blue (Tempo)
Allen B.	Puzzle in Purple (Tempo)
Allen B.	Riddle in Red (Tempo)
Allen B.	The Secret of Black Cat Gulch (Tempo)
Anckarsvard K.	Mysterious Schoolmaster (Voyager)
Beatty	The Jupiter Missile Mystery
Benary	Blue Mystery (Voyager)
Cerf	Stories From the Unexpected)
Cerf B	Famous Ghost Stories (Vintage)
Dorian	Mystery on Graveyard Head (Berkley)

Author	Title
Mystery & Ghost (Continued)	
Dorian	The Twisted Shadow (Berkley)
Douglas	Mystery of Arrowhead Hill
Douglas	Mystery of Crooknose
Doyle A.	Great Stories of Sherlock Holmes (Dell)
Doyle	A Study in Scarlet and the Sign of Four (Berkley)
DuMaurier	Rebbecca (Pocket Books)
Furmal S.	Ghost Stories (Lantern)
Haycroft H.	The Boy's Book of Great Detective Stories) (Berkley)
Haycroft H.	The Boy's Second Book of Great Detective Stories (Berkley)
Heath L.	Case of the Aluminum Crutch (Dell)
Heath L.	Case of the Disappearing Cottage (Dell)
Hitchcok A.	Baker's Dozen (Magna Book Distributors)
Hitchcok A.	Clean Crimes and Neat Murders (Magna Book Dist.)
Hitchcock A.	Fear and Trembling
Hitchcock A.	14 Favorites in Suspense (Magna Book Dist)
Hitchcock A.	14 Stories to Play Russian Roulette (Magna)
Hitchcock A.	Hold Your Breath (Magna)
Hitchcock A.	More Favorites in Suspense (Magna)
Hitchcock A.	More Late at Night Stories
Hitchcock A.	Once Upon a Dreadful Time (Magna)
Hitchcock A.	Stories My Mother Never Told Me (Magna)
Hitchcock A.	12 Stories They Wouldn't Let Me Do On TV (Magna)
Hitchcock A.	Witches' Brew (Magna)
Holzer H	Ghost Hunter (Ace)
Jane. M.	The Ghost Rock Mystery (Beeline)
Judd	The Double Disguise
Judd	The Green Cameo Mystery
Judd	The Mansion of Secrets

Author	Title
Mystery & Ghost (Continued)	
Judd	The Message In the Sand Dunes (Berkley)
Judd	The Mysterious Neighbors (Berkley)
Judd	Sacred Feather (Magna)
Judd	Six-Finger Glove Mystery (Magna)
Judd	Strange Echo (Magna)
Kusan, I	Mystery of Green Hill (Voyager)
Lansing, E.	Secret of Deer Mountain (Deer Mountain Hideaway) (Beeline)
McDonald L.	Mystery of the Long House (Pyramid Publications)
Mc Donald L.	The Stolen Letters (Pyramid)
Morgan D.	Great Pyramid Mystery Stories (Starline)
Owen F.	Mystery Stories (Lantern)
Poe E.	18 Stories by Edgar Allan Poe (Dell)
Poe E.	Fall of House of Usher & Other Stories (Signet)
Poe E.	Selected Stories and Poems (Airmont)
Queen E.	The Green Turtle Mystery (Starline)
Subley	Abrus Necklace Mystery
Thane	Tryst
Turngren A.	Mystery Haunts The Fair (Nova)
Turngren, A.	The Mystery of the Hidden Village
Voight	Treasure of Hemlock Mountain
Wadsworth	The Bamboo Key
Wadsworth	Puzzle of the Talking Monkey
Wells	The Inexperienced Ghost and Nine Other Stories (Bantam)
Whitney P.	Mystery of the Hidden Hand (Tempo)
Winterfeld	Detectives in Togus (Voyager)
Wollheim	The Secret of the Martian Moors
Reference	
Anderson D.	Major League Baseball Handbook (Lowell & Pratt)

Author	Title
Reference (Continued)	
Apel	Harvard Brief: Dictionary of Music Pocket Books)
	Atlas & Gaz (Vest Pocket Library)
Boyd	An Atlas of World Affairs
Cartmell V.	Plot Outlines of 100 Famous Plays (Dolphin)
Columbia	Viking Desk Encyclopedia (Dell)
Copeland	Popular Quotations for All Uses.
Cushing	Modern Rules of Order (Magna)
Devlin	A Dictionary of Synonyms and Antonyms (Popular Library)
Dun E.	Easy and Quick Guide to World History Collier)
	English Usage (Vest Pocket Library)
Esar	Dictionary of Humorous Quotations (Paperback Library)
	Familiar Quotations (Vest Pocket Library)
Feather	Book of Jazz (Paperback Library)
Frichandler	The Dictionary of Science (Macfadden-Bartell)
Gleeson	Words Most Often Misspelled & Mispronounced (Magna),
Goodman R.	Concise Handbook of Better English (Magna)
Fucilla J.	Spanish Dictionary (Bantam Books)
Greenfield E.	Spanish Grammar (Barnes & Noble)
Hammond	Sportscar Rally Handbook
Hammond	New Hammond World Atlas (Bantam)
Harmon	Tom Harmon's Book of Sports Information (American Sports Library)
Hentoff N.	Jazz Life (Apollo Editions)
Herlacy	Encyclopedia of the World's Great Events 1964 (Monarch)
Holt	The Dictionary of American Government (Macfadden-Bartell)
Holt	The Dictionary of American History (Macfadden-Bartell)
Janson	Picture History of Painting (Pocket Books)

Author	Title
Reference (Continued)	
Jones	Space Encyclopedia (Bumann Books)
Le eyi M.	Concise History of Painting (Praeger)
Lewis	New Pocket Roget's Thesaurus in Dictionary Form (Washington Square Books)
Laurs	Word Power Made Easy (Magna)
Litsky	New York Times Sports Almanac 1965 (The Annual American Sports Library)
McWhirter	Guinness Book of World Records (Bantam)
Marks	The New Math Dictonary and Handbook (Bantam)
Meyer	Book of Amazing Facts (Lancer)
	Modern American Dictionary (Dell)
Nelson H.	Spelling Manual (Payton Books)
	New American Roget's College Thesaurus in Dictionary Form (Signet)
	New Hammond Atlas (Dell)
	New Merriam-Webster Pocket Dictionary (Pocket Books)
New Rand McNally	Pocket World Atlas (Pocket Books)
	New Webster's Crossword Puzzle Dictionary (Magna)
	The New York Guide Book (Dell)
Partridge	A Book of Essential Quotations
Goodman R.	Plot Outlines of 100 Famous Novels (Dolphin)
	Popular History of Music (Dell)
Rafferty	New Dell Crossword Dictionary (Dell)
Rand McNally	World Atlas (Pocket Books)
	Rhyming Diet (Pocket Library)
	Roget's Pocket Thesaurus (Pocket Books)
	Science Diet (Vest Pocket Library)
Shefter	How to Prepare Talks and Oral Reports (Pocket Books)
	Shorter Bartlett's Familiar Quoations (Pocket Books)
Simon K.	New York Places and Pleasures (Meridian Guides)

Author	Title
Reference (Continued)	
	Sports Dictionary (Vest Pocket Library)
Smith	Baseball's Hall of Fame (Bantam)
Sobel R.	Quick & Easy Guide to American History (Colliers)
Sprouls	Bartlett's Quotations (Pocket Books)
Stearns	Story of Jazz (Signet)
Sterling ed.	Picture Book of American Authors
Stratten C.	Guide to Correct English (McGraw Hill)
	Thorndike Barnhart Dictionary (Bantam)
	Thorndike Barnhart Handy Dictionary (Magna)
Ulanov B.	Handbook of Jazz (Viking Portable Library)
	Webster's New School & Office Dictionary (Fawcett World Library)
	Webster's New World Dictionary of the American Language (Popular Library)
Wise	1965 Baseball Almanac (Fawcett)
	Webster's Syn. (Vest Pocket Library)
	World Almanac and Book of Facts 1966 (World Telegram and Sun)
Science	
Asimov	Fact and Fancy (Pyramid)
Asimov	Intelligent Man's Guide To The Biological Sciences (Pocket Books))
Asimov	Intelligent Man's Guide To The Physical Sciences (Pocket Books)
Buck M. W.	Along the Seashore (Abingdon)
Conklin	Great Stories of Space Travel (Tempo Book)
Cooper E. K.	Science in Your Own Back Yard (Voyager)
Cousteau	Silent World (Pocket Books)
Evans, E. K.	Coins - Question & Answer Books with Live Drawing & Photographs -(Golden Press)
Evans E K.	Rocks - Question & Answer Books with Live Drawings & Photographs (Golden Press)
Evans. E. K.	Secrets of the Past- Question & Answer Bks. with Live Drawings & Photographs (Golden Press)

Author	Title
Science (Continued)	
Evans E. K.	Shells - Question & Answer Books with Line Drawings & Photographs (Golden Press)
Gould J. & L.	What Is Real? (Beacon Science)
	How & Why Wonder Books:-
	Atomic Energy - Donald Barr
	Beginning Science - J. Notkin & S. Gulkin
	Building - Donald Barr
	Dinosaurs - Darlene Geis
	Dogs - Irving Robbins
	Electricity- J.J. Notkin & S. Gulkin)
	Explorations & Discoveries- I. Robbins
	Guns - I. Robbins
	Machines - J. Notkin & S. Gulkin
	Robots & Electronic Brains- R. Schaff
	Rockets & Missiles - Clayton Knight
	World War II - Felix Sutton
	Junior Science Book of Icebergs & Glaciers (Beeline)
	Junior Science Book of Penguins (Beeline)
Levine M. J. & Seligman J.	Baby is Born (Golden Press)
Lyon G.	Our Sun & the Worlds Around It (Golden Press)
Thomas	Men of Space (Macfadden)
Zim H. S.	Fishes (Golden Press)
Zim H. S.	Flowers (Golden Press)
Zim H. S.	Gamebirds (Golden Press)
Zim H. S.	Insects (Golden Press)
Zim H S.	Reptiles & Amphibians (Golden Press)
Zim H. S.	Mammals (Golden Press)
Zim H. S.	Photography (Golden Press)
Zim H S.	Birds (Golden Press)

Author	Title	
Science (Continued)		
Zim, H. S.	Rocks & Minerals	(Golden Press)
Zim H. S.	Sea Shells of the World	(Golden Press)
Zim H. S.	Seashores	(Golden Press)
Zim H. S	Stars	(Golden Press)
Zim H. S.	Trees	(Golden Press)
Zim H. S.	Weather	(Golden Press)
Zim H S.	Zoology	(Golden Press)
Science Fiction		
Asimov	The Caves of Steel	
Asimov	End of Eternity	(Lancer Books)
Asimov	Hugo Winners, The	(Avon)
Asimov	I, Robot	(Signet)
Asimov	Pebble in the Sky	(Bantam Pathfinder)
Asimov	The Stars like Dust	(Lancer Books)
Boucher	Best from Fantasy & Science Fiction	(Ace)
Asimov & Conklin	Fifty Short Science & Fiction Tales	
Bourcher	Best from Fantasy & Science Fiction	(Ace)
Bradbury	Dandelion Wine	
Bradbury-(Fahrenheit)	Fahrenheit 451	(Ballantine Books)
Bradbury R.	Illustrated Man	(Bantam)
Bradbury	Martian Chronicles	(Magna Book Dis.)
Bradbury R.	Medicine for Melancholy	(Bantam)
Bradbury	R Is for Rocket	(Bantam)
Bradbury	The Small Assassin	(Dell Laurel)
Bradbury	Something Wicked Comes This Way	(Bantam)
Burroughs	Lost Continent, The	(Ace)
Campbell	The Astounding Science Fiction Anthology (abr.)	(Berkley)
Campbell	Astounding Tales of Space & Time	(Berkley)
Clarke	Against the Fall of Night	
Clarke	Feathered Friend	(Dell Laurel)

Science Fiction (Continued)

Clarke A.	Island in the Sky (Signet)
Clarke	Master of Space
Clarke A. C.	The Other Side of the Sky (Signet)
Clarke	Tales of Ten Worlds (Dell)
Conklin Groff	Best of Science Fiction (Crown Publication)
Conklin	The Big Book of Science Fiction (Berkley)
Conklin Groff	Giants Unleashed (Tempo)
Conklin	Science Fiction Omnibus (Berkley)
Conklin	Science Fiction - Thinking .achine (Bantam)
Conklin	Thirteen Great Stories of Science Fiction (Fawcett)
Coombs	Mystery of Satellite 7 (Tempo)
Coombs	Mystery of the Satellite
Del Rey L.	Day of the Giants (Airmont)
Del Rey	Rockets Through Space
Doyle Sir A. C.	The Lost World (Berkley)
Doyle	The Valley of Fear (Berkley)
Edwards F.	Stranger Than Science (Ace)
Elam Jr.	Science Fiction Curtis
Elam	Science Fiction Stories (Lantern)
Engle	Countdown for Andy
Falkner	Moonfleet
Frank	Alas Babylon
Furman	Outer Space Stories (Lantern)
	Great Science Fiction Stories (Dell)
Hailey	Runway Zero Eight
Heinlein R.	Between Planets (Scribner)
Heinlein	Door Into Summer (Signet)
Heinlein	Double Star (Signet)
Heinlein	Glory Road (Avon)
Heinlein	Red Planet (Scribner)

Author	Title
Science Fiction (Continued)	
Heinlein	6XH
Heinlein	Starship Troopers (Signet)
Heinlein	Walds & Magic Inc. (Pyramid)
Hull W	Mud On the Stars (Signet)
Knight	Century of the Best Science Fiction (Dell)
Lewis	Day They Invaded New York (Avon)
Mills	Best from Fantasy & Science Fiction: 9th Series (Ace)
North	SARG ASSO OF Space (Ace)
Norton	Galatic Derelict (Ace)
Nourse	Scavengers in Space (Ace)
Piper	Space Viking (Ace)
Pratt	Invaders from Rigel
Serling	More Stories From the Twilight Zone (Bantam)
Serling	New Stories From the Twilight Zone ((Bantam)
Serling	Stories From The Twilight Zone (Bantam)
Silverberg R.	Revolt on Alpha (Beeline)
Sinclair D.	The Gilead Bomb (Dell)
Sinclair	Warriors of Sleed (Dell)
Smith	Galactic Patrol (Pyramid)
Smith, C.	Great Science Fiction Stories (Dell)
Verne J.	Around The World in 80 Days (Starline)
Verne J.	From the Earth to the Moon (Starline)
Verne, J.	Journey to the Center of the Earth (Permabooks)
Verne, J.	The Mysterious Island (Airmont)
Verne	20,000 Leagues Under The Sea (Airmont)
Walters H.	First on the Moon (Tempo)
	We Seven The Astronauts (Pocket Books)
Wells H. G	The First Men On The Moon (Airmont)
Wells H. G.	Time Machine & Other Stories (Starline)

Science Fiction (Continued)

	Title
Wells, H. G.	War of the Worlds (Berkley)
Williams	Day They H-Bombed Los Angeles (Ace)
Wollheim, D.	Secret of Martian Moons (Tempo)
Wylie	When Worlds Collide (Paperback Library)
Wyndham, J.	Out of the Deeps (Ballantine Books)
Wyndham, J.	The Outward Urge (Ballantine Books)

Spanish

Alpern	Three Classic Spanish Plays
	Anthology Spanish Poetry (Doubleday Anchor Books)
	Biologia Simplificada (Doubleday Made Simple Books)
Crocker, Lester ed.	Historia de una Escalera (Charles Scribners Sons)
de Onis, ed.	Cuentos y Narraciones (Pocket Books)
de Onis, ed.	Spanish Stories & Tales (Washington Square)
	Fisica Simplificada (Doubleday Made Simple Books)
Flores	Great Spanish Short Stories (Dell)
Flores, ed.	Spanish Drama (Bantam)
Flores, ed.	Spanish Stories (Bantam)
	Matematicas Simplificadas (Doubleday Made Simple Books)
Onis, Harriet de, ed.	Cuentos y Narrasiones (Washington Square Press)

Sports

Allen	It Takes Heart
Bee	Basketball For Everyone (Ace)
Berra & Ferdenzi	Behind the Plate (American Sports Library)
Bowen	Perfect Game
Carson, John F.	Hotshot (Dell)
Chute, B. J.	Shift to the Right (Acorn)
Cosell, Howard	Great Moments in Sports (Macfadden Books)
Cousy as told to Hirshberg	Basketball is My Life (American Sports Library)

Sports (Continued)

Davis, Mac	The Greatest in Baseball (Beeline)
Fitch	Ole Skaarsen's First Touchdown (Dell Laurel)
Ford and Lang	Fighting Southpaw (American Sports Library)
Frederic, Mike	Freshman Quarterback (Nora)
Frederick	Frank Merriwell, Quarterback (Magna)
Frederick	Frank Merriwell Returns (Magna)
Garagiola	Baseball is a Funny Game (Bantam)
German	Bob Cousy (Macfadden)
Harkins	Young Skin Diver (Berkley)
Herndon	Football's Greatest Quarterbacks (Macfadden)
Ingles	Test of Valor: Story of the Ancient Olympic Games
McDonald, Tommy and Richter, Ed.	They Pay Me to Catch Footballs (Starline)
Masin	Great Sport Stories (Berkeley
Mays, Willie and Jeff Harris	Danger in Center Field (J. Lowell Pratt & Co.)
Mitchell, Jerry	Amazing Mets (Tempo Book Co.)
Newcombe	Floyd Patterson (Macfadden)
Orr	Baseball's Greatest Players Today (American Sports Library)
Owen, Frank, ed.	Baseball Stories (Lantern)
Porter, Mark	Overtime Upset (Tempo)
Porter, Mark	"Keeper" Play (Tempo)
Pratt	More Sport Sport Sport
Robinson	Baseball Stars of 1965
Rosenthal	Baseball's Best Managers
Silverman	Best From Sport
Simmons	So You Think You Know Baseball (Fawcett World Library)
Smith, Red	Best of Red Smith (J. Lowell Pratt & Co.)

Sports (Continued)

Smith	Quarterback, The (American Sports Library)
Sport Magazine, eds.	Best From Sport (MacFadden)
Tittle, Y. A. & Liss, Howard	Pro Quarterback (Starline
Tunis, John R.	The Kid Comes Back (Starline)
Tunis, John R.	Kid From Tomkinsville (Berkley)
Tunis, John R.	Schoolboy Johnson (Berkley)
Tunis	World Series (Magna)
Tunis	Young Razzle (Berkley)
Walden, Amelia E.	My Sister Mike (Berkley)
Waldman, Frank	The Challenger (Tempo)
Zanger	Pro Football - 1965 (Pocket Books)

Protest

Baldwin	The Fire Next Time (Del Laurel)
Baldwin	Go Tell It On The Mountain (Dell)
Baldwin	Notes of a Native Son (Magna)
Furnas, J. C. ed.	Good-bye to Uncle Tom (Apollo Editions)
Gregory	From the Back of the Bus (Avon)
King, Martin Luther, Jr.	Stride Toward Freedom (Perennial Libr.)
King	Why We Can't Wait (Magna)
Lomax, Louis	Negro Revolt (Signet Books)
Lomax	When the Word is Given (Signet)
McWilliams, Corey	Brothers Under the Skin
Morrow, Fredrick E.	Black Man in the White House (Macfadden)
Proudfoot, Merrill	Diary of a Sit-in (College & University Press Services)
Redding	On Being A Negro in America (Magna)
Udom-Essien	Black Nationalism: A Search for Identity in America
West	Lords of Atlantis
Wright	White Man Listen (Doubleday Anchor Books)

War

Beach	Run Silent, Run Deep (Pocket Books)
Beach	Submarine
Benjamin	We Were There At The Battle For Bataan
Bonham, Frank	Burma Rifles (Berkley)
Boulle	Bridge Over The River Kwai
Chamberlain, William	Combat General (Starline)
Cunningham and Sims	Wake Island Command (Popular Library)
Donovan	P.T. 109 John F Kennedy in World War II (Fawcett World Library)
Farago Ladislas, ed.	Tenth Fleet (Publishers Library)
Hemingway	Men At War (Berkley)
Hersey	A Bell For Adano (Bantam)
Hirsch	Fighting Marines, The (Pyramid)
Hirsch	Great Untold Stories of World War II (Pyramid)
Jacobs	Korea's Heroes (Berkley)
Edwards, Frank	Strangest of All (Magna)
Josmick and Keating	Combat Cameraman
Kitzes and Knox	Gomer Pyle, USMC
Knight, Clayton	We Were There At The Normandy Invasion (Ace)
Lay and Bartlett	12 O'Clock High (Magna)
Lord	A Time To Stand
Pearl	Aerial Dog Fights of World War II (Monarch)
Pyle, Ernie	Brave Men (Popular Library)
Reeder, Colonel Red	West Point Plebe (Berkley)
Reid	Escape From Colditz (Berkley)
Remarque	All Quiet on the Western Front (Fawcett World Library)
Reynolds	70,000 to 1
Reynolds, Quentin	They Fought for the Sky (Bantam Books)
Rudel	Stuka Pilot (Balantine Books)
Ryan	The Longest Day (Fawcett World Library)

Author	Title
War (Continued)	
Sanderson	Behind Enemy Lines
Scott	America's War Heroes (Monarch)
Scott	Army War Heroes (Monarch)
Scott, Rob. L., Gen.	God Is My Co-Pilot (Ballantine Books)
Serrailler, Ian	Escape From Warsaw (Scholastic Book Serv.) Original Title, The Silver Sword
Shute	On the Beach (Signet)
Sims	American Aces
Tregaskis	Guadalcanal Diary (Popular Library)
Tregaskis	Invasion Diary (Popular Library)
Tunis, John R.	Silence Over Dunkirk (Berkley)
Westheimer	Von Ryan's Express (Signet)
Zachairias, Rear Admiral	Secret Missions (Paperback Library)
Western	
	Great Western Stories (Berkley)
Grey	Black Mesa
Grey, Z.	The Code of the West
Grey, Z.	The Last of the Plainsmen
Hendricks	Bad Man of the West (Ace)
James, Will	Book of Cowboy Stories (Scribner)
James	Will James' Book of Cowboy Stories
Payne, Stephan	Cowboy Stories (Lantern)
Rushmore, Helen	Cowboy Joe of the Circle S (Voyager)
Schaefer, Jack	Shane (Bantam)

APPENDIX P

JOB DESCRIPTIONS & EVALUATION INSTRUMENT FOR INSTRUCTIONAL STAFF

Job Specifications for Teacher Aide............................1

Job Specifications for Teacher Assistant.......................2

Job Specifications for Instructor.........................3 - 4

Job Specifications for Supervisor.........................5 - 6

Form for the Evaluation of Instructional Staff............7 - 10

JOB SPECIFICATIONS FOR TEACHER AIDE
IN THE DEPARTMENT OF REMEDIAL EDUCATION

General Statement of Duties and Responsibilities

Provides effective assistance to the Program Director, Education Supervisor, or Classroom Instructor by sharing the responsibility for the performance of instructional and clerical tasks not requiring advanced education, skill or training. The responsibilities assumed by the teacher aide are carried out at all times with guidance and support of the responsible supervisor or instructor.

Tasks and Functions of the Teacher Aide

1. Assists in the operation of the library; receives, charges, sorts and shelves books; assists trainees in selecting and locating library material.
2. Assists in the collection, distribution and storage of classroom supplies, equipment and teaching aids.
3. Sets up teaching aids and prepares simple aids as directed. Operates a film projector and tape recorder.
4. Assists in the arrangement of the Department's bulletin board displays.
5. Makes arrangements for class visits to museums, libraries and other cultural institutions. Accompanies the instructor on class trips.
6. Assists in the maintenance of attendance records.
7. Provides individual assistance to trainees in need of help.
8. Engages in clearly defined and supervised teaching activities that provide reinforcement of previously learned skills and content.
9. Assists in maintaining order and discipline in the Department's facilities.
10. Performs related work under direct supervision as required.

JOB SPECIFICATIONS FOR TEACHER ASSISTANT IN THE DEPARTMENT OF REMEDIAL EDUCATION

General Statement of Duties and Responsibilities

Provides effective assistance to the instructor by sharing the responsibility for the performance of tasks not requiring advanced skill and training. The responsibilities assumed by the teacher assistant are carried out at all times with guidance and support from the instructor and in accord with a plan mutually developed by the supervisor, instructor and teacher assistant.

Major Tasks and Functions of the Teacher Assistant

1. Provides individual assistance to trainees in need of help. Marks homework and test papers.
2. Examines trainees' work books, notes errors and makes corrections.
3. Makes arrangements for class visits to museums, libraries and other cultural institutions. Accompanies the instructor on class trips.
4. Sets up teaching aids and prepares simple aids as directed. Operates a film projector and tape recorder.
5. Does simple library research to assist the instructor in the preparation of classroom guides.
6. Assists in maintaining order and discipline in the classroom.
7. Engages in teaching activities that provide reinforcement of previously learned skills and content.
8. Plans individual lessons and carries through the prepared lessons under instructor's supervision.
9. May act in the absence of regular instructor and perform full range of classroom duties.

Supplementary Tasks and Functions of the Teacher Assistant

1. Assists in the maintenance of attendance records.
2. Assists instructor in the arrangement of bulletin board displays.
3. Assists in the operation of the library; receives, charges, sorts and shelves books; assists trainees in selecting and locating library material.
4. Assists in the collection, distribution and storage of classroom supplies, equipment and teaching aids.
5. Assists the instructor in performing normal classroom housekeeping chores.

JOB SPECIFICATIONS FOR CLASSROOM INSTRUCTORS IN THE DEPARTMENT OF REMEDIAL EDUCATION

General Statement of Duties and Responsibilities

Is responsible for motivating, guiding, and structuring the classroom work of trainees with the primary objective in mind of upgrading their communication and mathematical skills performance. Is also responsible for helping trainees develop a systematic program of self-instruction related to their personal educational and vocational goals.

Tasks and Functions

I Organization of the Classroom Programs:

Structures classes in accordance with the trainees' ability in reading and computational skills as determined by standardized and informal diagnostic tests administered elsewhere in the agency.

Can devise and administer informal tests to identify the specific strengths and weaknesses of each trainee and to assess both rate of progress and sources of learning difficulty.

Can develop an instructional plan for the class group and individuals within the group that integrates corrective and developmental teaching.

Provides opportunities for the trainee to relate academic training and work experience. Reading, writing and mathematics are systematically connected to social situations to demonstrate their meaning and utility.

Stimulates the trainees to examine their life objectives and provides support for the development of personal vocational and academic goals.

Explores with the student the relationship between his personal life and the larger social and work world with the objective of building knowledge and competence in handling common life tasks.

II Enactment of Educational Objectives:

Can employ a variety of group and individual guidance to stimulate trainee participation, develop trainees' ability to work and solve problems cooperatively and modify attitudes and behaviors.

Can develop a program for the teaching of communication skills and mathematics that integrates diagnostic findings and skill development.

Can select of published materials and create teacher prepared materials that stimulate and strengthen the level of problem solving and conceptual thinking of the trainees.

Can assist the trainee in the use of self-instruction techniques that either serve program objectives or support personal educational goal.

Can employ skill in developing lesson plans that utilize different modes of instruction: group discussions and practice, individualized programming for reinforcement and application employing published and prepared materials.

Can actively participate in staff activities directed toward program development questions and the study of critical research issues.

III Involvement with Colleagues in Other Disciplines:

Confers and plans with job training supervisor around the general and individual vocational needs of each trainee.

Works closely with counseling staff to devise an effective educational plan for the trainee and to create a mutually supportive setting for his personal and social development.

Shares the responsibility for the training of staff members whose academic training and experience at first limits their teaching role to supporting and ancillary functions in the classroom.

Collaborates with assigned educational supervisors in activities designed to lift their level of thinking about the teaching-learning process and to improve instructional and diagnostic techniques.

JOB SPECIFICATIONS FOR EDUCATIONAL SUPERVISOR
IN THE DEPARTMENT OF REMEDIAL EDUCATION

General Statement of Duties and Responsibilities

With the support and guidance of the Program Director, the Education Supervisor is responsible for the development of an instructional program appropriate to the needs of trainees assigned to each class group. To achieve this goal, it is expected that the Supervisor will devote the major portion of his work time to the assessment of instructor effectiveness and to the enactment of a carefully planned in-service training program designed to improve the quality of instructor performance.

Major Tasks and Functions

Serves as the program developer for the instructional unit to which he is assigned. In this capacity works with instructors on problems of trainee assignment, program design, the selection and preparation of instructional materials and the designation of prescribed teaching strategies.

Conducts a small group workshop for instructors in an instructional unit to provide for the systematic examination of common problems and to promote sharing of the results of experimentation with instructional methods and materials.

Assumes a teaching role in the classroom to demonstrate a new teaching technique, to show how instructional materials can be more effectively utilized or to provide the instructor with more refined diagnostic data about a trainee with special learning problems.

Engages in systematic program of classroom observations and individual conferences to assist the instructor in the planning and implementation of his teaching program and to evaluate the overall quality of his teaching performance.

Devotes special attention to the training of teacher assistants and teacher aides and works with the classroom instructors to ensure that these staff members have the opportunity to develop a broad range of instructional skills.

Shares with the Program Director the responsibility for the formulation of policies and regulations regarding the administration of the department, and is expected to play an active role in program planning, i.e. determination of staffing needs, selection of instructional materials, the refinement of the program's designs, etc.

Assumes administrative responsibilities delegated by the Program Director such as preparation of order lists for materials, maintenance of an inventory of instructional equipment, overseeing instructor compliance to established departmental rules, and the discharge of other duties necessary for the efficient operation of his instructional unit.

Secondary Tasks and Functions

Submits weekly reports to the Program Director on such supervisory activities as classroom visits, office conferences, teacher attendance, and related matters, and any special reports on program progress which are required.

Shares with the Program Director the responsibility for interviewing and evaluating prospective candidates for employment as instructors, teacher assistants or teacher aides.

Arranges for and directs the use of an adequate variety of audio-visual classroom aids, such as film and slide projector, tape recorder, recorders, record player, and other learning techniques.

Represents the Program Director and/or the Department of Remedial Education at meetings with the agency or at professional conferences.

Is responsible for the general condition of classroom plant and facilities, making prompt request for needed repair.

Performs related work as required.

FORM FOR THE EVALUATION OF INSTRUCTIONAL STAFF

Directions for Use of Rating Scales: Your evaluations on the rating scales will serve to point up strengths and weaknesses, level of performance, and the direction of personal growth in the teaching role. By design, each rating scale permits identification of the instructor's professional behavior along a continuum from the least mature response or performance to the most mature. It is possible, therefore, to mark the rating scale **between the points** (i.e. |⋎ | | |) to indicate movement towards a new level of behavior and **on the point** (i.e. | | | |⋎) to identify the characteristic or general level of performance.

INTERPERSONAL RELATIONS WITH TRAINEES

1. How easy is it for the instructor to establish rapport with the trainees?

Trainees-instructor interaction varied	Moves toward trainees easily--works well with them	Relaxed but not involved	Fearful

2. How sensitive is the instructor to the needs of the trainees?

Individualized response to trainees/ teaching approach	Works with trainees toward specific growth objectives	Aware of individual needs	Mechanical response

3. How do the trainees react toward the instructor?

Trainees perceive him as an instructor	Cooperative	Accepting	Negative

4. What methods does the instructor use for guidance and discipline of the trainees?

Use group program, personal contact to promote growth of trainees	Personal contact/ counselling	Verbal or group control	Punitive

5. **Can the instructor sustain his drive toward helping his trainees or does he become discouraged?**

Has long range and short range goals for work with trainees	Has short range goals for work with trainees (day by day/ subject by subject)	Deals with situations as they arise only	Avoids problem situations

6. **How does the instructor react to situations where he lacks information or when he has erred before the trainees?**

Mature in acceptance of responsibility/skillful in capitalizing on weakness	Views own work objectively--seeks support to correct errors, etc.	Muddles through/ defensive	Withdraws or makes excuses

INTERPERSONAL RELATIONS WITH COLLEAGUES

1. **How well does the instructor react to supervision?**

Mature and objective in analysis of work with cooperating instructor	Takes positive and negative criticism well	Needs constant praise or support	Resistant

2. **How well does the instructor retain independence of thought?**

Self-directed sets goals, uses supervisor as a consultant	Can engage in cooperative planning with other instructors and supervisors	Limited self-direction	Very dependent on cooperating instructor

3. **How does the instructor get along with agency personnel, vocational counselors, consultants, specialists, etc.?**

Has direction in work with these members of staff, i.e. specific goals, specific problems, etc.	Working relationship sharing primarily	Social relationship only	Distant/ non-involved

SUBJECT MATTER AND MATERIALS

1. How much effort goes into planning?

Long range planner--looks ahead, self-directed, enriched approach	Short-term planning self-directed/ continuous	Can plan alone after help	Plans only with support

2. Does the instructor give thought to long-range and short-range objectives?

Balances/ integrates short-range/ long-range objectives	Consistently goal or objective orientated in planning	Focus on goals inconsistent/ uneven	No structure to planning

3. Does the instructor give thought to the order of activities?

Can assume full responsibility for total program/ skillful in execution	Gives attention to sequence of activities in daily lesson program for day and week	Gives attention to sequence of activities in lesson	Order mechanical rather than logical

4. Does the instructor assimilate the various subject matter areas (e.g. unit approach)?

Independent self-directed in working in correlation and integration of content areas	Can work comfortably with a unit approach--plans for integration and correlation but needs support	Interrelates content material in discussion only/ or occasionally	Each content area taught separately

5. How well does the instructor know his subject before introducing it?

Resourceful imaginative use of trainee's background/personal resources to develop content	Works into program guide selectively and adds own material	Works only with the program guide: non-selective	Not prepared usually

6. How well does the instructor know how to use visual aids materials, library, etc.?

Plans for enrichment, extension of teaching/learning materials all the time	Uses A-V library books, etc. frequently	Uses A-V library books, etc., periodically	Stays with textbook or classroom materials

7. What investment does the instructor make in the evaluation of trainee learning?

Always plans work in terms of evaluation of performance by trainees	Evaluates in terms of objectives and each trainee's development	Evaluates only on-the-spot, when errors occur	Gives little attention to evaluation of learning

PERSONAL STYLE

1. Does the instructor approach teaching tasks with imagination and resourcefulness?

Skillful in bringing interest and excitement to every teaching task	Usually plans teaching with the learner's interest and participation in mind	Occasionally tries to spark trainee response and activity	Very pedantic/mechanical

2. Does the instructor develop his lessons with consideration for trainee's feelings and pace of learning?

Pacing, variety of technique and use of "unexpected material" always in evidence	Uses variety of approach in any teaching lesson to acieve objectives	Alters pace of teaching to meet trainee needs	Not aware of trainee response to his aproach or pace

3. How large a share of the responsibility for "professional development" is assumed by the instructor?

Has a mature cooperative relationship with instructor/self-directed problem orientated	Aware of own needs for development as instructor who is eager to be involved in total program	Dependent to a great extent but does set some personal goals	Very limited expectation level must be set by supervisor

APPENDIX Q

SELECTED REFERENCE BOOKS FOR INSTRUCTIONAL STAFF

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General Books

Blair, G. M. *Diagnostic and Remedial Teaching*. New York: Macmillan, 1956.

Dechant, Emerald V. *Improving the Teaching of Reading*. Englewood Cliffs, New Jersey: Prentice-Hall, 1964.

Gray, William S. *The Teaching of Reading and Writing*. New York: Unesco, 1966.

Harris, Albert J. *How to Increase Reading Ability*. New York: McKay, 1961.

Smith, Henry P., and Dechant, Emerald V. *Psychology in Teaching Reading*. Englewood Cliffs, New Jersey: Prentice-Hall, 1961.

Smith, Nila B. *American Reading Instruction*. Newark, Delaware: International Reading Association, 1965.

Spache, George D. *Good Reading for Poor Readers*. Champaign, Illinois: Garrard, 1966.

Spache, George D. *Toward Better Reading*. Champaign, Illinois. Garrard, 1963.

Strang, Ruth; McCullough, Constance M.; Traxler, Arthur. *The Improvement of Reading*. New York: McGraw Hill, 1961.

Remedial Reading

Board of Education, City of New York. *The Retarded Reader in the Junior High School*. High School Publication No. 31, 1952.

Bond, Guy L., and Tinker, Miles A. *Reading Difficulties: Their Diagnosis and Correction*. New York: Appleton-Century-Crofts, 1967.

Kolson, Clifford J., and Kaluger, George. *Clinical Aspects of Remedial Reading*. Springfield, Illinois: C. C. Thomas 1963.

Kottmeyer, William. *Teacher's Guide for Remedial Reading*. St. Louis: Webster, 1959.

Robinson, H. Alan, and Rauch, Sidney J. *Guiding the Reading Program: A Reading Consultant's Handbook*. Chicago: Science Research Associates, 1965.

Roswell, Florence, and Natchez, Gladys. *Reading Disability, Diagnosis and Treatment*. New York: Basic Books, 1964.

Russell, David H., and Karp, Etta. *Reading Aids Through the Grades*. New York: Bureau of Publications, Teachers College, Columbia University, 1959.

Simmons, John S., and Rosenblum, Helen O'Hara. *The Reading Improvement Handbook*. Box 75, Pullman, Washington: Reading Improvement 1965.

Journals

Journal of Reading. International Reading Association, Box 695, Newark, Delaware.

Reading Research Quarterly. International Reading Association, Box 695, Newark, Delaware.

END

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